

Art From Long Ago: Prehistoric Cave Paintings

Grade Level or Special Area: Art and Art History – 1st grade (Humanities)

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Length of Unit: Nine lessons (13 class periods at 45 minutes each)

I. ABSTRACT

First graders will “fly” through prehistoric time, as if in a time machine, traveling from the Ice Age through the development of early cave art, through migration to other continents. Students will understand how man is shaped by his environment, how man has transformed his world, and how art was a part of the human process. As we pass through the portal of time into the Ice Age we will undergo a transformation and become prehistoric man. The class will be divided into family units, clans and tribes in order to understand early man’s predicament and development more completely.

II. OVERVIEW

- A. Concept Objectives * = Colorado Department of Education Standards
 1. Students understand that visual arts are a form of communication. *(1)
 2. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 3. Students understand the characteristics, merits, and meaning of works of art. *(5)
- B. Content from the *Core Knowledge Sequence*
 1. **Visual Arts**
 - a. Art from Long Ago (Help children see and understand that art has been an important human activity since early times.) (p. 31)
 - i. Look at and discuss
 - a) Cave Paintings
 - b. Elements of Art
 - i. Color
 - a) Observe the use of color
 - ii. Line
 - a) Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
 - b) Observe how different lines are used
 - iii. Shape
 - a) Recognize basic geometric shapes – square, rectangle, triangle, circle, oval – in nature, man-made objects, and artworks
 - iv. Texture
 - a) Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.)
 2. **History and Geography: World History and Geography** (p. 27)
 - a. **Spatial Sense** (working with maps, globes, and other geographic tools)
 - i. Understand that maps have keys and legends with symbols
 - ii. Find directions on a map: east, west, north, south
 3. **History and Geography: American History and Geography** (p. 29)
 - a. Early People and Civilizations
 - i. The Earliest People: Hunters and Nomads
 4. **Science** (p. 37)
 - a. **Living Things and Their Environments**

- i. Habitats
 - a) Living things live in environments to which they are particularly suited
 - ii. Environmental Change and Habitat Destruction
 - a) Environments are constantly changing, and this can sometimes pose dangers to specific habitats, effects of population and development
 - iii. Special Classifications of Animals
 - a) Extinct Animals
- C. Skill Objectives (Jefferson County, Colorado Visual Art Content Standards)
 - 1. **Communication:** Students recognize and use the visual arts as a language for communication.
 - 2. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - 3. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - 4. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - 5. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art.
 - 6. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

III. BACKGROUND KNOWLEDGE

- A. For Teachers
 - 1. *What Your First Grader Needs to Know*, E.D. Hirsch, Jr.
 - 2. *World History Encyclopedia, 4 million years ago to the present day*, Anita Ganeri, Brian Williams and Hazel Mary Martell, ISBN 0-7607-3435-6
 - 3. *The Kingfisher Book of the Ancient World, From the Ice Age to the Fall of Rome*, ISBN 1-85697-565-7 (HC), ISBN 0-7534-5009-7 (PB)
- B. For Students from the *Core Knowledge Sequence*
 - 1. Visual Arts: Elements of Art (1st grade – pages 31 and 32)
 - a. Color
 - i. Know that red, yellow, and blue are commonly referred to as the “primary colors”, and that
 - 1) blue + yellow = green
 - 2) blue + red = purple
 - 3) red + yellow = orange
 - 4) mixing equal parts of red, yellow and blue produces black
 - ii. Observe the use of color
 - b. Line
 - i. Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
 - ii. Observe how different lines are used
 - c. Shape
 - i. Recognize basic geometric shapes – square, rectangle, triangle, circle, oval – in nature, man-made objects, and artworks
 - d. Texture
 - i. Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.)

2. Look at and discuss Cave paintings
3. History and Geography: Geography (1st grade – page 27)
 - a. Spatial Sense (working with maps, globes, and other geographic tools)
 - b. Geographical terms and features

IV. RESOURCES

- A. Images: Pictures in books, Internet Sources (Power Point Presentation) or Video:
1. Lesson One
 - a. *Art and Civilization: Prehistory*, by Roberto Carvalho de Magalhaes, ISBN 0-87226-615-X
 - b. *History of Everyday Things, The First Civilizations*, by Giovanni Caselli ISBN 0-87226-562-5
 - c. *World History Encyclopedia, 4 million years ago to the present day*, Anita Ganeri, Brian Williams and Hazel Mary Martell, ISBN 0-7607-3435-6
 - d. *The Kingfisher Book of The Ancient World, From the Ice Age to the Fall of Rome*, ISBN 1-85697-565-7 (HC) , ISBN 0-7534-5009-7 (PB)
 - e. *The Encyclopedia of the Ancient World, How people lived in the Stone Age, Ancient Egypt, Ancient Greece and The Roman Empire*, Charlotte Hurdman, Philip Steele, Richard Tames, ISBN 1-84215-072-3
 - f. Timeline
 - g. Websites
 - i. www.esd.ornl.gov/projects/gen/nerc.html
 - a) Maps – global environments during last 130,000 years
 - b) Atlas of ice age ecosystems
 - ii. www.pbs.org/wgbh/nova/ice.html
 - iii. www.insticeagestudies.com/
 - a) Nova Online/Cracking the Ice Age
 - iv. <http://dsc.discovery.com/convergence/iceworld/game.html>
 - a) Interactive game of survival during the Ice Age where you must make choices that will determine your future
 2. Lesson Two
 - a. *Exploring the Ice Age*, by Margaret Cooper, ISBN 0-689-82556-0
 - b. *Art and Civilization: Prehistory, Roberto Carvalho de Magalhaes* ISBN 0-87226-615-X
 - c. *Painters of the Caves*, by Patricia Lauber, ISBN 0-7922-7095-9
 - d. *Mystery of the Lascaux Cave, Frozen in Time*, by Dorothy Hinshaw Patent, ISBN 0-7614-0784-7
 - e. *Art and Civilization: Prehistory, Roberto Carvalho de Magalhaes* ISBN 0-87226-615-X
 - f. *Step Into ... The Stone Age*, by Charlotte Hurdman, ISBN 1-85967-684-7
 - g. Websites:
 - i. www.humanities-interactive.org/ancient/iceage/.html
 - a) An exhibition of Ice Age Art and Symbols
 3. Lesson Three
 - a. *Painters of the Caves*, by Patricia Lauber, ISBN 0-7922-7095-9
 - b. *Mystery of the Lascaux Cave, Frozen in Time*, by Dorothy Hinshaw Patent, ISBN 0-7614-0784-7
 - c. *Art and Civilization: Prehistory, Roberto Carvalho de Magalhaes* ISBN 0-87226-615-X
 - d. *The Great Centuries of Painting: Prehistoric Painting Lascaux or The*

Birth of Art, by Georges Bataille, Library of Congress Card Number: 55-7702

- e. Websites
 - i. <http://news.bbc.co.uk/1/hi/sci/tech/newsid>
 - a) Faces from the Ice Age
 - f. Videos (to purchase or also available through local libraries)
 - i. *Lascaux*, Videocassette VHS (35 minutes), cinematography, Mario Ruspoli, narrator Alan Aber; music, Ludwig van Beethoven, documentary tour of Lascaux Cave prehistoric drawings, ISBN 1562901478
4. Lesson Nine
- a. *Art of the Rocks of Southern Africa*, by D.N. Lee and H.C. Woodhouse, ISBN 0-684-1372-9
 - b. *Prehistoric Art of Australia*, by Dacre Stubbs, ISBN 0-684-14123-X
 - c. *Stone Age Painting in India*, by Robert R. Brooks and Vishnu S. Wakankar, ISBN 0-300-01937-8
 - d. Websites
 - i. <http://dsc.discovery.com/convergence/iceworld/map.html>
 - a) Map of the United States during the Ice Age
 - b) Slider shows ice and continent changes from 18,000 years to present with brief related information
 - c) Paleo-Indians and Beringia Land Bridge
- C. Websites: (Yahoo or Yahoo!Ligan; Keyword – Ice Age)
- 1. Also check-out side bar links on right-hand side of sites for additional information.
 - 2. Websites have links that will also take you on tours of various caves and the art found inside.
 - 3. Preview websites and book mark those you want to show your class or video tape clips to show your class.
- D. *Optional:* (for all lessons)
- 1. Flex Camera – attaches to TV or VCR (has microscope attachment and optional computer software) useful in viewing illustrations, and photographs directly from books, as well as pictures printed from the internet or magazines
 - 2. World Map or Globe
 - 3. AV Equipment (optional)
 - a. Television
 - b. VCR –appropriate videos from library or media center
 - c. Computer (Internet)
 - d. Capability to hook-up TV to Computer
 - e. Flex Camera – hooked to TV
 - 4. Time Line
 - 5. Overhead projector

V. LESSONS (each lesson = approximately 45 minutes)

Lesson One: Traveling Through Time into the Ice Age

A. Daily Objectives

- 1. Concept Objective(s)
 - a. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - b. Students understand the characteristics, merits, and meaning of works of

- art. *(5)
2. Lesson Content
 - a. **History and Geography: World History and Geography** (p. 27)
 - i. **Spatial Sense** (working with maps, globes and other geographic tools)
 - a) Understand that maps have keys and legends with symbols
 - b) Find directions on a map: east, west, north, south
 - b. **History and Geography: American History and Geography** (p. 29)
 - i. Early People and Civilizations
 - a) The Earliest People: Hunters and Nomads
 - c. **Science** (p. 37)
 - i. **Living Things and Their Environments**
 - a) Habitats
 - b) Living things live in environments to which they are particularly suited
 - iv. Environmental Change and Habitat Destruction
 - a) Environments are constantly changing, and this can sometimes pose dangers to specific habitats, effects of population and development
 - v. Special Classifications of Animals
 - b) Extinct Animals
 3. Content not from the *Core Knowledge Sequence*
 - a. Understanding the needs of man; his driving forces. (What he requires in order to live in his environment?)
 - i. Food
 - ii. Tools
 - iii. Clothing
 - iv. Shelter
 4. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication.
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials*

1. Appendix E: The Dawn of Man (teacher background information)
2. Appendix B: The Story of Humans
3. *Art and Civilization: Prehistory*, by Roberto Carvalho de Magalhaes, ISBN 0-87226-615-X
4. *History of Everyday Things, The First Civilizations*, by Giovanni Caselli ISBN 0-87226-562-5
5. *World History Encyclopedia, 4 million years ago to the present day*, Anita Ganeri, Brian Williams and Hazel Mary Martell, ISBN 0-7607-3435-6
6. *The Kingfisher Book of The Ancient World, From the Ice Age to the Fall of*

Rome, ISBN 1-85697-565-7 (HC) , ISBN 0-7534-5009-7 (PB)

7. *The Encyclopedia of the Ancient World, How people lived in the Stone Age, Ancient Egypt, Ancient Greece and The Roman Empire*, Charlotte Hurdman, Philip Steele, Richard Tames, ISBN 1-84215-072-3
8. Timeline
9. Websites
 - i. www.esd.ornl.gov/projects/gen/nerc.html
 - a) Maps – global environments during last 130,000 years
 - b) Atlas of ice age ecosystems
 - iv. www.pbs.org/wgbh/nova/ice.html
 - v. www.insticeagestudies.com/
 - a) Nova Online/Cracking the Ice Age
 - v. <http://dsc.discovery.com/convergence/iceworld/game.html>
10. Interactive game of survival during the Ice Age where you must make choices that will determine your future
11. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
12. Four 18” x 24” paper/ for four group pictures
13. Black or white board and chalk or erasable markers
14. Eight bins of colored markers or crayons, enough for each table
15. Journal/sketchbook for each student (use for the year)
16. Timer

C. *Key Vocabulary*

1. Prehistory – before written records; before recorded history
2. Circa – approximate, around
3. Timeline – (BC vs. AD) a “ruler” of specific events in time
4. Nomad – wanderer, no permanent home, in search of food and water
5. Migration – to move from one place to settle in another
6. Skills – ability to accomplish an art, task or technique
7. Tools – a device or instrument used to perform a task
8. Shelter – something that provides cover or protection from the weather, home

D. *Procedures/Activities*

1. Pre-assessment: (5 minutes)
 - a. Have students copy the words # 1: “Ice Age” on the next paper in their journal. Put today’s date.
 - b. Draw a picture of what you think the environment of the Ice Age looked like for early man. (Be sure students are not confused with the Disney movie “Ice Age”.
2. Introduction: (15 minutes) (Reminder: keep it short and quick! – 1st Grade)
 - a. Pre-history, the story of man and his changes over millions of years. (You may want to avoid the term evolution, because of parental reactions.)
 - b. Piecing History Together: Prehistory is before written records.
 - i. When?
 - a) Man began way, way before scientists (archaeologists) could find “clues” or signs of early man’s existence, because architecture (buildings), writing and art did not exist, yet.
 - b) Way after dinosaurs roamed the earth.
 - ii. Where?

- a) Scientists believe that early man began in South Eastern Africa because of “clues” they have discovered.
 - b) The climate was warm and tropical during the ice age on this part of the earth.
- c. Map skills: Have a student point out where scientists believe early man began. (South Eastern Africa)
- d. Time line skills: Have another student point out where this time period would be located on a time line. (It is way off the time line.)
- i. Ice Age meant that much of the earth was covered by huge deep, deep glaciers and very cold. Glaciers were over a mile high, taller than any man-made structures ever built, even today.
- e. Show an illustration of the huge glacier fields and ice caps. (See Appendix B.: Part II. for websites or picture references. These may be shown on the TV if your computer and TV are connected.)
- i. What?
 - a) Ask students what they think Prehistoric man would need to be able to survive. (He had specific needs in order to survive: food, water and shelter.)
 - ii. Why?
 - a) Prehistoric man had to rely on himself for everything. There were no stores or malls. He had to use what he could find and adapt it for his needs.
 - iii. How?
 - a) Prehistoric man was aware of everything around him. He had tremendous observation abilities and a great memory. He had to remember when and where to find food and water. He had to adapt and make use of anything he could find. He traveled by foot; it was very, very slow. Prehistoric man had no tools or weapons and didn’t know how to make them, yet. They didn’t exist, yet.
 - b) Even fire was an accident, lightning caused by nature, not man made, yet.
 - c) Man began adapting to his changing environment and learning from it.
 - d) Man had to move with the migrating animals and changing water supply in order to survive.
 - 1) He was a nomad.
 - 2) He began developing tools to help him accomplish tasks, and weapons too.
 - 3) Over long time man improved and made more efficient, better tools and weapons.
- f. Man’s skills are developed; the need for survival (self-taught and learned tasks).
- i. Man developed an increased ability and skill to hunt.
 - ii. Man began to specialize in tasks.
 - a) Some people were better hunters, or artists; others became the beaters, the trackers, or packed the meat back to camp; and still others were more skilled at skinning and cutting-up the meat quickly. (Prehistoric

man was part of the food chain for other animals.) Some men became skilled at making tools and weapons; while others, perhaps the women learned to gather safe, non-poisonous plants to eat, or made clothing from animal hides, or ornaments.

- g. Map or globe skills:
 - i. Show, or ask students, if they know that maps have: keys, legends and symbols; explain what some of them mean.
 - ii. Ask students if they can find the directions on a map: north, south, east and west. How do you know? (See the symbol.)
 - iii. Ask a student to point on the map to land. Ask another student to point to the oceans. The changes in color on the land or ocean represent changes in depth or on land, altitude, such as mountains.
 - h. What do you think man would need to survive during the Ice Age? (Food, Clothing, Shelter)
3. Briefly describe each stage of man. (See Appendix B.) Discuss what each stage might physically have looked like. Ask students how you think we might know that. (modern forensic science)
- a. Skeletal and skull remains give us clues to their appearance.
 - b. The science of carbon dating gives a clue to the time period or date.
 - c. Computer technology can virtually reconstruct an item, or a person.
 - d. *The World Book Encyclopedia* shows illustrations of sculptural reconstructions and profiles of what they think prehistoric men's appearance might have been.
4. Short discussion: What might these various stages feel like if you, the student, lived during one of these time periods? Try to identify with man and his environment.
5. Activity: You may try only one, or both, depending on the time.
- a. Four small groups: (10 minutes)
 - i. Pass out supplies: Give each group one 12" x 18" piece of paper and one set of markers or crayons.
 - ii. Give each group a time period of prehistoric man.
 - a) Handy man
 - b) Upright man
 - c) Wise man
 - d) Modern man
 - iii. Create a picture of early man, as a group, from the description of your period in time.
 - iv. Discuss what you think his needs might be.
 - v. Collect supplies.
 - b. Large Group: class activity (10 minutes)
 - i. List each group on the board. Which group would you want to have been in? Why?
 - ii. Tell students that you will call out a period of early man, have students dramatize the way they think each cycle of man might have moved or acted as they get in to line to leave the room. Reminder: there should be a considerable difference between each group. Call out each, but not in order. (Earliest man, handy man, upright man and wise man.) As you call each group

have them line up. Reminder: they must be quiet in the halls.

6. Clean-up (5 minutes)
7. *Extensions:* Extra Thought Questions:
 - a. Do you think Pre-historic Man had the need, time or ability to create art at this time?
 - b. What do you think art is? Could tools be an art form?
 - c. Will we ever look like we did in the past again in the future? When? Why?
 - d. What do you think man will look like in the future? When? Why? Where? (Future migration) (Space travel)
 - e. *Optional:* video clips or for extra credit, viewing PBS or educational channel programs on this subject. Check local television channel listings. (Appendix A, Part III)
 - i. Using a Flex camera show related pictures or charts from books (photographs, prints etc.).
 - ii. Create a power point presentation from the internet (websites: Appendix B., Part II.)
 - f. Extra credit: Students may do this at home for extra credit.
 - i. Make a sketch of what you think man will look like in the future.
 - ii. Create a picture of our world in the future.
 - iii. Watch documentaries on television for this period of time.

E. *Assessment/Evaluation*

1. Group Activity:
 - a. Cooperation
 - b. Participation
 - c. Behavior
 - d. Product: Related drawings should be appropriate to the time period.
 - i. Attention to details from the lesson.
 - ii. Creativity
 - iii. Originality – not copying from other students.
 - iv. Craftsmanship – neatly done.
2. Participation:
 - a. Demonstrates a basic knowledge of the ice age story and the location of prehistoric man on the map.
 - b. Can demonstrate a very basic understanding of a timeline. (That it records an expanse of time and measures events like a ruler, showing their relationship to each other.)
 - c. Active participation in discussions.
3. See Appendix I: Cave Art Project Assessment/Evaluation sheet.

Lesson Two: Paintings in the Caves During the Stone Age

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
2. Lesson Content
 - a. **Visual Arts**
 - i. Art from Long Ago (Help children see and understand that art

has been an important human activity since early times.) (p. 31)

- a) Look at and discuss
 - 1) Cave Paintings
- b) Elements of Art
 - 1) Color
 - a. Observe the use of color
 - 2) Line
 - 3) Identify and use different lines: straight, zigzag, curved, wavy, spiral, thick, thin
 - 4) Observe how different lines are used
- c) Shape
 - 1) Recognize basic geometric shapes – square, rectangle, triangle, circle, oval – in nature, man-made objects, and artworks
- d) Texture
 - 1) Describe qualities of texture (as, for example, rough, smooth, bumpy, scratchy, slippery, etc.)

3. Skill Objective(s)

- a. **Communication:** Students recognize and use the visual arts as a language for communication.
- b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
- c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
- d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
- e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art.
- f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials*

- 1. Sketchbook/Journals for each student (use all year)
- 2. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
- 3. Paper and/or scratch paper always available for each student
- 4. Black or white board and chalk or erasable markers
- 5. Eight bins of colored chalk, crayons or conte crayons, enough for each table
- 6. Appendix E: Cave Art (background information for the teacher)
- 7. *Optional:* Resource notebook, two for every table, (students share) information to copy from headings, dates, or copies of images to sketch
- 8. *Exploring the Ice Age*, by Margaret Cooper, ISBN 0-689-82556-0
- 9. *Art and Civilization: Prehistory*, Roberto Carvalho de Magalhaes ISBN 0-87226-615-X
- 10. *Painters of the Caves*, by Patricia Lauber, ISBN 0-7922-7095-9
- 11. *Mystery of the Lascaux Cave, Frozen in Time*, by Dorothy Hinshaw Patent, ISBN 0-7614-0784-7
- 12. *Art and Civilization: Prehistory*, Roberto Carvalho de Magalhaes ISBN 0-87226-615-X
- 13. *Step Into ... The Stone Age*, by Charlotte Hurdman, ISBN 1-85967-684-7

14. Websites:
 - ii. www.humanities-interactive.org/ancient/iceage/.html
 15. An exhibition of Ice Age Art and Symbols
 16. Time line
 17. Small pictures of the Ice Age (student drawn or reproduced copies)
 18. Timer for procedures/activities
- C. *Key Vocabulary*
1. Glacial – a period in earth’s history when large portions of the world were covered by thick ice caps (moving); Pleistocene epoch
 2. Hunter-gatherer – a person that lives by hunting wild animals or gathering plant life for food
 3. Symbol – mark that has special meaning for which it stands, representing something else
 4. Scaffold – a temporary platform used by workers while constructing, painting, or repairing a structure
 5. Engraving – to carve, cut or etch into a material
- D. *Procedures/Activities*
1. *Optional:* The room could be dark and cool (air conditioning) when students enter the room. Tell them to be careful. It is dangerous. It is difficult to see. Have enlarged color copies of cave paintings hung around the room. Shine a flashlight on various pictures, as if you are exploring a prehistoric cave for the first time and making these discoveries.
 2. Turn the light on and have students take their seats. Explain that we will be studying the very first works of art ever created by prehistoric man.
 3. Quick Review of Pre-Historic Man: Dawn of Mankind: (5 minutes)
 - a. Game format: pick quadrants of the room or any other means to divide the class into teams to answer questions and compete for the correct answer. Time Saver: already have groups pre-arranged and students aware of their teams, rules and procedures. Review:
 - i. Vocabulary
 - ii. Location on a world map
 - iii. Location on timeline
 - b. Insert pictures and dates on the time line using student volunteers. Have them find where we should be located on the time line.
 4. Pre-assessment Quiz: (5 minutes)
 - a. Show the class a picture of a cave painting or other prehistoric artifact.
 - b. Ask questions. Remind students to raise their hands to answer, and wait to be recognized. They need to be good listeners. Remind them to plan ahead for what they want to say, to keep it short, and to stay on track. If they forget what they wanted to say they should lower their hand. After students respond to the following questions, ask how many agree, disagree?
 - i. What type of person do you think created this work? (Cave man)
 - ii. Did cave men live during the time of the dinosaurs? (No)
 - iii. Point out where on the time line you think these painting might have been created? (35,000 -17,000 B.C.)
 - iv. Where do you think something like this might have been found? (In a cave, deep inside. What do you think it might have been like in there? Dark? Damp? Scary?)
 - v. Do you have any idea why someone would put a painting in such a dangerous, deep, dark place? (ceremony, religious, magical

- vi. purpose)
 - What do you think it means? Do you think that it might be an illustration of a story? What might it tell you?
5. Introduction: (10 minutes)
- a. Show examples illustrating a wide variety of prehistoric cave paintings, artifacts and sculptures. *Painters of the Caves*, by Patricia Lauber.
 - i. Use several cave sights.
 - ii. Incorporate several varieties of animals and symbols.
 - iii. Point out the location of these cave sites on the world map.
 - a) Lascaux – France
 - b) Altamira – Spain
 - c) These caves were both discovered by children playing with their dogs.
 - iv. Use the illustrations from *Painters of the Caves*, by Patricia Lauber, that show:
 - a) The tools that were used (pgs. 16, 17, 20).
 - b) The lighting bowls that were used (pgs. 28-29)
 - c) The scaffolds that we believe they used (pgs. 28-29).
 - b. *Optional*: A brief excerpt from either:
 - i. The *Lascaux* video or other (see Appendix A, Part I. or Part III.)
 - a) Use the Flex camera to show related pictures or charts from books or flat work, photographs or prints.
 - b) Create a power point presentation from the internet (websites: Appendix B, Part II)
6. Discussion: (10 minutes)
- a. What type of animals do you see? (Reindeer, mammoths, horses, bulls)
 - b. Are these animals in a setting? (Did they show the sun, trees, grass, mountains or rivers?) (No)
 - c. Do you see any pictures of man? (No)
 - d. What colors do you see? (brown, gold, rust, black, white)
 - e. (These are called earth colors. They are made from earth.)
 - f. Notice how the artist used the rock formations, where the cave wall bulges out, or hollows in, to enhance his pictures or make them seem more lifelike, to add to the form.
 - g. What textures do you see? Describe the qualities of texture (Rough, smooth, or bumpy).
 - h. Identify what kind of lines you see? (Straight, zigzag, curved, wavy, spiral, thick or thin).
 - i. What types of geometric shapes were used? (Square, rectangle, triangle, circle or oval).
 - j. Notice the composition, how the pictures are put together. Ask some of these questions:
 - i. Do the pictures overlap? (Yes)
 - ii. Are the animals all the same size? (No)
 - iii. Do the animals all going the same direction? (No)
 - iv. What could the symbols beside some of the animals represent? (Could they represent the number of animals that they saw, winter count; or plans for a hunt?)
 - v. Have you ever seen symbols like any of these before? Where? (Are any similar to Native American symbols?)

- vi. Why do you think the artist might have created these pictures? (To capture the spirit of the animal or to bring the animal back to hunt. Was it spiritual or religious ceremony, or training young boys to hunt?)
 - vii. Why do you think early man would have painted in caves? (The pictures would be hidden and protected, from man and the weather; or perhaps because it was a sacred or spiritual place.)
 - viii. How? What materials would they have used? (They would use minerals or rocks ground up like Native American use for their sand paintings. They would use a binder to make a paint to stick to the rock wall. A binder might have been water, glue, egg or animal blood.)
7. Activity: (10 minutes) (*This may be a seat or “center” activity later, after all other work is done. This information should be on the board, overhead, or on a handout, or resource notebook for each table. This activity could be done as an entering or opening activity at the beginning of class, engaging students right away.*)
- a. Label the next page in your journal:
 - i. Prehistoric Ice Age
 - ii. 2 million – 25,000 years ago
 - iii. “Handy man” – the first tool maker
 - iv. Draw a picture of what you think a person during the Ice Age would look. (man, woman, child or family)
 - b. Remind students to only use one page for this activity and to work small to fit the page. (I have found some first grade students write very large and think they have to fill the entire journal in one class period.)
 - c. Label the next page in your journal:
 - i. Cave Art
 - ii. 35,000 BC – 12,000 BC
 - iii. Draw some of the animal pictures you saw painted in the cave paintings.
 - iv. Try to make these look like prehistoric man’s paintings.
 - v. Use the same colors early man used for his pictures.
8. Clean-up: (5 minutes)
9. *Extensions: Extra Thought Questions:*
- a. Could these pictures have been used in some type of magical ritual? (Perhaps painting with music, dance or stories.)
 - b. Will we ever know the truth? Are there any cave men alive today? Can they tell us the meaning of these pictures? (No, but we can learn from other hunter-gather people alive today, like the Australian Aborigines.)
 - c. Do you think historical events of the past ever change? (Our understanding or perception of the past changes with new research and discoveries. As we discover new archaeological sites, develop new tools and improve technology, we are constantly changing dates and our understanding of the past.)
- E. *Assessment/Evaluation*
- 1. Re-assessment: #2. Ice Age picture:
 - a. Look for differences in the student’s drawing from the opening activity to the post activity. Has the picture of what they think man’s environment looked like during the Ice Age changed?
 - b. Check for details in their pictures that show an understanding and

- knowledge of the lesson.
- 2. Class participation and responses; keep track on the seating chart in pencil, and record.
- 3. See Appendix J: Ice Age Picture Assessment/Evaluation sheet.

Lesson Three: Is it Magic or The Spirit World?

A. Daily Objectives

- 1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
- 2. Lesson Content
 - a. **Visual Arts**
 - i. Art from Long Ago (Help children see and understand that art has been an important human activity since early times.) (p. 31)
 - a) Look at and discuss
 - 1) Cave Paintings
- 3. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication.
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art.
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. Materials

- 1. Sketchbook/Journals for each student (for the year)
- 2. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
- 3. Paper and scratch paper available for each student
- 4. Black or white board and chalk or markers
- 5. Eight bins of colored chalk, crayons or conte crayons, enough for each table (earth colors)
- 6. Brown paper bags from the grocery store; tear into pieces for each student
- 7. *Optional:* Resource notebook, two for every table, (students share) information to copy from headings, dates, or copies of images to sketch
- 8. Two copies of the Appendix G.: Guide for the Spiritual Ceremony, one for each tribe
- 9. *Painters of the Caves*, by Patricia Lauber, ISBN 0-7922-7095-9
- 10. *Mystery of the Lascaux Cave, Frozen in Time*, by Dorothy Hinshaw Patent, ISBN 0-7614-0784-7
- 11. *Art and Civilization: Prehistory*, Roberto Carvalho de Magalhaes ISBN 0-87226-615-X
- 12. *The Great Centuries of Painting: Prehistoric Painting Lascaux or The Birth of*

- Art*, by Georges Bataille, Library of Congress Card Number: 55-7702
13. Websites
 - ii. <http://news.bbc.co.uk/1/hi/sci/tech/newsid>
 - b) Faces from the Ice Age
 14. *Lascaux*, Videocassette VHS (35 minutes), cinematography, Mario Ruspoli, narrator Alan Aber; music, Ludwig van Beethoven, documentary tour of Lascaux Cave prehistoric drawings, ISBN 1562901478
 15. Begin to have students bring in “found art” supplies (rocks, shells, beads, sticks etc. that are interesting shapes)
 16. Two copies of Appendix G.: Guide for the Spiritual Ceremony (16 if in Resource notebooks)
 17. Timer for activities
 18. *Optional*: Native American or African spiritual music (to play while tribes are planning)
 19. *Optional*: tape or CD player
- C. *Key Vocabulary*
1. Shaman – a medicine man or woman with powers to heal and contact the spirit world
 2. Spiritual – having the nature of unseen spirit, affecting the soul, supernatural
 3. Culture – social behavior patterns, arts, beliefs
 4. Society – social relationships, with mutual interests (school, family)
 5. Sculpture – three-d figures or designs created from various media that one could see from all sides, statue
 6. Media – a specific type material used such as paint, chalk or clay
- D. *Procedures/Activities*
1. Opening Activity: Individual work: (20 minutes)
 - a. Complete the drawings from yesterday in your journal. Try to use a variety of animals just like the ones in the cave paintings. Arrange them on your paper just like they were on the cave walls.
 - b. Get a piece of brown bag paper and crinkle it up in to a tight ball. Open it, and then crinkle it up again. Do this several times. Open it and rumple it again. Create a lot of texture on the paper.
 - c. Tear around the edges of the paper to get an interesting edge, not even or square shaped; not fringed.
 - i. Notice the forms created by the rumped texture of the paper. Using this as a guide, use it to inspire an animal painting. You may close your eyes to have a vision. You are a prehistoric shaman deep inside a cave. Create a ceremonial painting of an animal. Sketch the outline in pencil first; they would etch (scratch) the outline into the cave wall. Apply earth colors to add form to the animal. Try to apply color in the same manner as the prehistoric artists.
 - a) Animals should be the same as the prehistoric painters.
 - b) No scenery is used.
 - c) Use only earth colors.
 - d. Free Time Activity: Books on cave paintings and prehistoric man can be found in the student library. Point out the location of the student library. These books are available for your use when an activity is completed with your best quality and effort. Only three students at a time may be at the library. Find a book and take it to your seat.

2. Quick Review Question: – (5 minutes)
 - a. What did the cave artist paint pictures of (subject matter)? (Large animals, possibly what they hunted for food: reindeer, mammoth, bulls, horses, ibex)
 - b. Would this have been easy or safe for them to do? (No, very dangerous, poor light, slippery, and wild animals could have been in the caves.)
 - c. What other symbols did you see by the animals in the cave and what do you think they meant or represented? (Hand prints, dots, lines, shapes. Could these represent the number of animals seen in a herd, or directions to a hunting ground? Could they represent constellations, or stars?)
 - d. What do you think these hand prints mean? (Could they be the artist’s “signature”? Perhaps like a thumbprint or fingerprint like we use today to identify a person.)
3. Introduction: (10 minutes)
 - a. Show pictures that illustrate how a Shaman might have looked while creating these cave paintings. Show his tools, scaffolding, lamps, and other materials.
 - i. *Painters of the Caves*, by Patricia Lauber
 - a) (The Flex camera can show these pictures from a book on to the TV or can create a video)
 - b. What type of ritual or special ceremony might have been performed?
 - i. (Were these paintings created to spiritually wound the animal, to take its power, or to ensure further reproduction, a fertility rite; for more food, or to capture the spirit of the animal?)
 - ii. Do you think there might have been some sort of music and/or dancing?
 - iii. What would the lighting effects have added to these rituals and paintings? (Firelight might have “brought the animals to life” or made them appear to move.)
 - c. Activities: (5 minutes) *(This is only the introduction to the next activity. The introduction is meant to be a motivator, and should inspire students to be thinking and preparing for the next assignment. Hopefully this will create a lot of excitement, enthusiasm and creativity.)*
 - d. Divide the class into groups:
 - i. Divide the room in to sections by tables, quadrants or halves of the room.
 - ii. Each table represents a family unit (eight tables = eight families)
 - iii. Each quadrant represents a clan (two tables each = four clans)
 - iv. Each half of the room represents a tribe (two tribes)
 - e. Each clan must meet to decide on a prehistoric symbol that represents their clan.
 - i. Draw the symbol.
 - ii. Decide on a family leader for each; then the head of each clan. (boy or girl)
 - iii. Learn what the special talents are in the members of your family; in your clan.
 - iv. Understand that all of you must cooperate and work together to survive.
 - f. Explain that each tribe will meet and create a spiritual or magical ceremony that might have been performed deep inside a cave by prehistoric cave men. The ceremony should take no longer than 10

- minutes; use Appendix G. as a guide to plan your ceremony. (Each tribe should have a guide.)
- g. Monitor the progress of each group.
- 4. Clean-Up: (5 minutes)
- E. *Assessment/Evaluation*
 - 1. See Appendix K: Clan & Tribal Planning Assessment/Evaluation sheet

Lesson Four: A Pre-historic Ceremony (*this activity was introduced during Lesson Three*)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
- 2. Lesson Content
 - a. **Visual Arts**
 - i. Art from Long Ago (Help children see and understand that art has been an important human activity since early times.) (p. 31)
 - a) Look at and discuss
 - 1) Cave Paintings
- 3. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication.
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art.
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials* (for the next three days)

- 1. Sketchbook/Journals for each student (for the year)
- 2. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
- 3. Paper and /or scratch paper available for each student
- 4. Black or white board and chalk or erasable markers
- 5. Eight bins of colored chalk, crayons or conte crayons, enough for each table
- 6. *Optional:* Resource notebook, two for every table, (students share) information to copy from headings, dates, or copies of images to sketch
- 7. Miscellaneous “found” natural materials (continue to collect)
- 8. Four pieces of brown art paper for small group murals
- 9. Two copies of Appendix G.: Guide for the Spiritual Ceremony
- 10. Timer for activities
- 11. *Optional:* Native American or African spiritual music
- 12. *Optional:* tape or CD player

C. *Key Vocabulary*

- 1. Clan – a social unit or group of relatives, families or friends

2. Tribe – a larger social group of clans sharing a common ancestry or culture
- D. *Procedures/Activities*

DAY ONE:

1. Opening Activity: (5 minutes)
 - a. *Check the students' memory of the assignment given on Lesson Three.*
 - i. Does anyone remember what we will be doing today?
 - ii. Do you remember what groups you will be divided into?
2. Review: Lesson Three: Activities – Repeat steps #d. - #f in Lesson Three. Continue the introduction part of the activity, beginning with the division of groups (just as a reminder of their division).
3. Pass out supplies.
4. Have the class divide in to their family groups.
 - a. Family (each table): (15 minutes)
 - i. Decide on a family leader (for each table). (boy or girl)
 - ii. Each family (table) will choose, jointly, a prehistoric symbol that will represent their family. (Teamwork, Cooperation)
 - iii. No two families can have the same symbol.
 - iv. Draw the symbol and give it a “name sound”.
 - v. Record this symbol in each individual’s journal, label it family.
 - vi. Learn what the special talents are in the members of your family; in your clan.
 - vii. Understand that all of you must cooperate and work together in order to survive this harsh environment.
 - b. Clan (two tables): (15 minutes)
 - i. Decide on the head of each clan. (boy or girl)
 - ii. Each clan must meet to decide on a prehistoric symbol that will represent their clan.
 - iii. The two family leaders will make the final decision, if the clan can’t agree.
 - iv. Draw the symbol.
 - v. Record this symbol below your family symbol in your journal, label it clan.
 - vi. Combine your family and clan name and “name sound”.
 - vii. Learn what the special talents are in the members of your clan.
 - viii. Understand that all of you must cooperate and work together in order to survive this harsh environment.
5. Clean-up: (10 minutes)
6. Reminders: Tomorrow you will meet in your tribes (each half of the room) to decide:
 - a. What position or job each member of the tribe will have.
 - b. What type of ceremony will be performed.
 - c. What is the desired outcome of the ceremony?
 - d. What you will need to perform the ceremony.
 - e. You will use the guide to help you plan the ceremony.
7. Dismiss the class by family units. Line up.

DAY TWO:

- D. *Procedures/Activities*

1. Opening Activity: (5 minutes)
 - a. Complete any unfinished business from yesterday.
 - b. Review Appendix G, Guide for the Spiritual Ceremony.
 - c. Have the class brainstorm a few ideas and possibilities for the ceremony.

2. Pass out supplies.
3. Tribal Councils will meet today to determine: (15 minutes)
 - a. Each group must decide who in their tribe will be:
 - i. The shaman or spiritual leader.
 - ii. Decide on the artists:
 - a) The engraver scratches the outline of the image on to the cave wall. (We will use pencil and brown paper for our cave wall.)
 - b) The people trusted with the colors will choose the colors needed; colored chalk, crayons or conte crayons.
 - c) The musicians must find or create their instruments; know what sounds they will make.
 - d) The dancers must decide what type of movements, steps and speed must be performed to the music; how they will interact with each other.
 - b. What type of ceremony will be performed? (15 minutes)
 - c. What is the desired outcome from this ceremony?
 - d. Is this a spiritual or magical ceremony?
 - i. The shaman will create a large painting of a prehistoric animal.
 - ii. The clan must make everything they use from “found” supplies, including tools and musical instruments.
4. Monitor and advise Tribal Councils as they meet.
5. Use your journal to track and record ideas; plan for materials.
6. Walk through your ceremony. The teacher will time it. (10 minutes)
 - a. Use scratch paper to practice your sketch of the animal; know what each artist will do.
 - b. Musicians and dancers perform their rituals. Reminder: This is a spiritual.
7. Clean-up. (5 minutes) Dismiss and line-up by clans.

DAY THREE:

D. *Procedures/Activities*

1. Opening Activity: (10 minutes)
 - a. Tribal Council: Briefing from tribal chief. Make sure everyone is on track.
 - b. Run through ceremonial procedures, activities and each individual’s responsibilities.
2. Remind all tribal members that this is a spiritual event and must be viewed and performed as such, respectfully.
 - a. Tribe One: Ceremony (10 minutes)
 - b. Tribe Two: Ceremony (10 minutes)
3. Debriefing (5 minutes)
 - a. Meet in tribal councils.
 - b. Discuss each ceremony.
 - i. What type of ceremony was performed?
 - ii. What was the desired outcome from this ceremony?
 - iii. Was it a spiritual or magical ceremony?
 - iv. How did you think your ceremony went?
 - v. How could it have been improved?
 - vi. Compare and contrast the ceremonies.
4. Clean-up. (10 minutes) Dismiss and line-up by family units.

- E. *Assessment/Evaluation*
1. Use Appendix G as a guide for expectations for each tribal ceremony
 2. Look for attention to details included from the lesson.
 3. Participation
 4. Creativity
 5. See Appendix L: Cave Art Assessment Evaluation sheet
 6. See Appendix M: Pre-historic Ceremony Group Activity Assessment/Evaluation

Lesson Five: Title - Create “Parfleche” Container

- A. *Daily Objectives*
1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
 2. Lesson Content
 - a. **Visual Arts**
 - i. Art from Long Ago (Help children see and understand that art has been an important human activity since early times.) (p. 31)
 - a) Look at and discuss
 - 1) Cave Paintings
 3. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art.
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.
- B. *Materials* (for the next three days)
1. Sketchbook/Journals for each student (for the year)
 2. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
 3. Paper and/or scratch paper available for each student
 4. Black or white board and chalk or erasable markers
 5. Eight bins of crayons, conte crayons or markers, enough for each table
 6. Blunt scissors for each student
 7. A 12” x 18” piece of brown construction paper, art roll paper or brown paper bag, for each student (any size will work)
 8. Four pieces of 6” long yarn or cord for each student (parent volunteers or older students could measure and cut the yarn and the bags or paper)
 9. Hole punch
 10. A copy of pg. 24 “Parfleche” instructions from *More Than Moccasins*, by Laurie Carlson (create your own design, or let students create any type of “envelope”)
 11. *Optional:* Resource notebook, two for every table, (students share) information

- to copy from headings, dates, or copies of images or designs to sketch
- 12. Miscellaneous “found” natural materials (continue to collect)
- 13. Timer for activities
- 14. *Optional:* Native American or African spiritual music
- 15. *Optional:* tape or CD player
- 16. An example of a parfleche, hide envelope
- 17. Volunteer helpers (parents or older students)

C. *Key Vocabulary*

- 1. Sinew – a part of an animal that attaches muscle to bone; used by prehistoric people as thread for sewing, or binding items together; sticks, spear points to sticks, or scaffolds
- 2. Parfleche – large hide envelope to store food, clothing, tools or other item
- 3. Trek – to make a slow, difficult journey by foot; a migration

D. *Procedures/Activities*

DAY ONE:

- 1. Opening Activity: Thinking activity: (10 minutes)
 - a. Prehistoric people were nomads. They were very resourceful. They had to follow the herds of animals to survive. Hunter-gather people would have to store a certain amount of food items and tools.
 - i. What do you think they could store things in that would be relatively light weight and easy to carry?
 - ii. What type of materials would they have, or need, to be able to make something functional to store things in?
 - iii. Think of the skills they already possess; the materials that would be available during the Ice Age.
 - b. *More Than Moccasins*, by Laurie Carlson, pages 23, 24 and 25 shows directions to make a bark box, parfleche and other bark containers.
- 2. Pass out supplies. Journals and pencil bins containing pencils, erasers and pencil sharpeners for each table. Each should have enough for everyone at the table.
 - a. Label the next page in your journal:
 - i. Stone Age Tribal Ceremony
 - a) 15,000 BC
 - b. Draw one of the tribal ceremonies performed in class, in your journal; sketch with a pencil, then add color.
 - i. Only use one page for this activity and fit the size to the page.
- 3. While students are completing the opening activities complete any final steps of preparation for the activity.
 - a. Set up stations around the room for the materials: scissors, bins of crayons or markers, stacks of brown paper and bundles of 4 - 6” long pieces of yarn.
 - b. Assign each station a number. Tables should have a similar seat numbers.
 - c. Time is up. Put away your journals. Put your pencils, erasers and pencil sharpeners back in the table bin.
- 4. *Activity:* Make a “Parfleche” envelope. (25 minutes)
 - a. We are going to make a parfleche envelope for each individual to carry any items or tools they might find, need, or make as they migrate. Because we are nomadic people we can not store or carry large amounts of items, but we can store some. We don’t want to lose anything that might be useful later on our long trek.
 - b. A parfleche, (“parflesh”) is an animal hide folded in to a type of

envelope form to safely store any goods such as food, clothing or tools. The folded edges secure the items inside when the entire hide is folded in thirds and tied.

- c. The parfleche was used by the Plains Indians. The parfleche could also be hung from the poles of a tepee or tied to poles when they traveled. Prehistoric man might have invented similar items to carry their supplies.
- d. Show an example of a completed parfleche with designs and symbols.
- e. Demonstrate how to fold the paper: (Two day activity)
 - i. The paper should be in a large rectangular shape. It can be any size. (You may choose to have it shaped like an animal hide if you have older student or parent volunteers.)
 - ii. Fold the paper both by length and width in to thirds. The folds should look something like a tic tac toe board.
 - iii. Diagonally trim off the corners and shorten the length on each side of the rectangle.
 - iv. Fold along the creases. Overlap the top and bottom of the bag. Punch two holes in the top and bottom for the cord or string laces.
 - v. Add the cord or string laces. (4 – 6” pieces)
 - vi. Decorate your parfleche with your clan, tribal symbols, and other designs. Use only earth colors.
 - a) Think of symbols you have seen on the cave paintings.
 - b) What types of symbols have Native Americans used for nature; lightning, clouds or rain?
 - vii. (Students may create their own type of envelope by other methods of folding. The envelope just needs to be able to secure items inside.)
- g. Cover rules for scissor safety.
- h. Announce that there are four sites where materials are located. Each family member (table) will go to separate stations around the room when their family (table) is called. Pick-up four items from the site, or enough for everyone in your family, and return to your seat. Call up the families.
- i. You will have two class periods to complete your parfleche envelope.
- j. Write your name under the front flap of your parfleche in pencil.
- k. Clean-up. (10 minutes)
 - i. Before parfleche envelopes and pencils are picked up remind students to put their name under the front flap on their parfleche. Demonstrate where you would like the name to be placed.
 - ii. Each family member should take the supplies that they picked-up back to the site where they got them, when I call your family. Then you may line up. Call up the families. .

DAY TWO: Opening announcements: (5 minutes)

1. We will finish our parfleche envelopes today. Remember these must:
 - a. Fold to secure items inside.
 - b. Be held shut by cord or yarn ties.
 - c. Be designed with your family, clan and other symbols.
 - d. Be constructed well, with good craftsmanship. (Neat)
 - e. Use earth colors.
 - f. Your name is written underneath the front overlap of your parfleche in pencil.
2. Today you will have 15 minutes to finish your parfleche.

3. Your family will be called once again and each member will go to their designated site to get supplies for each family, just as you did yesterday. When it is time to clean-up each family member will return the same items to their original site when I call your family (table).
 4. Before you leave today we will go over the activity, rules and procedures for Mission: Migration. Tell students the procedures, organization and mission. Review behavior expectations. (See details in day nine.) Answer any questions.
 5. Finish parfleche envelopes. (15 minutes)
 6. Clean-up (5 minutes)
 7. Review Mission: Migration details. (20 minutes)
 - a. See Day Nine.
 8. Line up to leave by clans. (two tables)
- E. *Assessment/Evaluation*
1. See Appendix N: Part 1: "Parfleche" Assessment/Evaluation sheet
 2. See Appendix N: Part 2: Creation Stations Assessment/Evaluation sheet

Lesson Six: Mission: Migration (four sites to visit by each clan) (a test of skill: four sites to test the prehistoric clan's ingenuity, skill, knowledge and team work; this is a "game" of survival)

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
2. Lesson Content
 - a. **Visual Arts**
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 - a) Look at and discuss
 - 1) Cave Paintings
3. Skill Objective(s)
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 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials* (for the next three days)

1. Parfleche envelopes, one for each student
2. Miscellaneous "found" objects (all collected items from the class)
3. "Archeological Dig" Site:
 - a. Small pictures of artifacts, writing samples or other items that would have been specifically from each country (students should be able to identify these items as from this country):

- i. Ancient Mesopotamia
 - ii. Ancient Egypt
 - iii. Ancient India
 - iv. Ancient China
 4. Sieve, paint brush, trowels – “dig tools”
 5. “Bones” marked with notches – dice
 6. Spinner with N, E, S, and W marked on them
 7. “The Hunting Field”:
 - a. Laminated animal silhouettes with questions or vocabulary words on the back – points depend on the difficulty of the question (teacher will supply questions and point count)
 8. Eight soft “darts” or bean bags
 9. “Tool making Site”:
 - a. “Found” objects students have brought in: stones, shells, beads, string, year, any type of item from nature that could be made in to a tool
 10. Yarn, string, artificial sinew
 11. “Build a Shelter” Site:
 - a. Two Decks of Cards: one with pictures of prehistoric shelters; one with various prehistoric landscapes
 12. Two Decks of Cards: Discoveries; Consequences (*list various discoveries or consequences that prehistoric man might have encountered, give a point count for each – earth quake, volcanic eruption, flood, attacked by an animal – injured; or discovered fire, found a tool, learned how to cook meat)
 13. Participation cards
 14. Timer for activities
 15. Four (one for each site) volunteer helpers (parents or older students) (parent volunteers or older students can act as the tribal elders or ancestral spirit guides) (*Parents will need to be enlisted for preparations for all of the events prior to this activity. Perhaps at Back to School Night or a letter sent home to all first grade parents. Pick a leader and let classroom moms plan the rest from the descriptions below. Provide them with the questions, answers and point values.)
- C. *Key Vocabulary*
1. Tsunami – a huge ocean wave caused by an underwater earthquake or volcanic eruption
 2. Extinct – no longer existing
 3. Migrate – to move from one place to another
 4. Nomad – wandering people that roam from place to place with no permanent home, looking for food and water source
 5. Sinew – part of an animal tendon that attaches muscle to bone; used by prehistoric people as sewing thread or binding materials together such as spear point to a piece of wood
- D. *Procedures/Activities*
1. Opening Activity: Meet in clans (10 minutes)
 - a. Pass out parfleche envelopes and other supplies
 - b. Quickly review of procedures.
 2. **“Centers” Activities:** (This will require parental assistance to run, but parents need to allow students to do the activity on their own. Parents can set-up, give directions, explanations, start and keep up the momentum of each clan. **Time is very limited.**)
 - a. There are four sites (centers or stations) set up around the room.
 - b. *Your Mission:* To migrate through each site with your entire clan and

accomplish all tasks and requirements in the allotted time. If anyone in your clan gets wounded (loses points – does not participate) or is lost (behavior - time out of participation) along the way, your clan may not survive. It takes all of the members of a clan to survive (all must participate) this treacherous journey. You must leave each site on time or your clan might suffer an accident; someone could be attacked by a prehistoric animal, be injured by a rock slide, earth quake, flood or tsunami. If the clan is off track or late, they must draw from a deck of cards in the center of the room. There will be two decks of cards in the center of the room. A messenger or runner from each clan will select from the deck at the end of each migration. The Discovery Deck will be positive actions for the clan; the Accident Deck will be negative actions for the clan. These will cards will add or take away points from your clan, depending on the card. (These will be made up ahead of time with various points given with an action or event that might have transpired in prehistoric times.) Along the way you must collect valuable tools, artifacts, and information in order to complete your mission. Once the mission is accomplished you will reach your final destination: the rendezvous, where all clans will meet to celebrate and trade.

c. *Time:*

- i. Five minutes per site.
- ii. Migration time of approximately 1.5 minutes per route of travel.
- iii. Total elapsed time: approximately 25 minutes for all four sites.

d. *Your Goal:* Your entire clan must complete all four sites in the given time, with efficient and quality work, cooperation, and teamwork. All members of the clan must participate. Failure in this mission might mean that your clan would become extinct, or “die out” before the next migration, or warming season. Success in this mission means that you will be able to migrate to the next continent, and ultimately survive!

**Note: As your clan migrates it would be wise to pick up a few items you will find along the way, they could prove to be helpful later. The Shaman of the clan is the only one who may pick up an item, one item, on each migration path. Put it in your pouch so it doesn't get lost. If you lose something it is too treacherous to go back for it. Someone else may find it and be able to use it.*

***Remember when setting up to put a number of “found objects on each migration path.*

****Remind students that prehistoric people had excellent observation skills.*

e. Four Sites:

- i. Site #1: Archaeological Dig: Each clan will have one quadrant of a “dig site”. You may only dig in that quadrant. If you disturb another clan’s quadrant, you will lose all your site points. You also need to be careful to keep all dirt and other materials within your quadrant dig site. You may not contaminate the room. You will be a team of prehistoric archaeologists, searching for new “clues” to the existence of a mysterious new group of people. You must determine who these people are, by the clues you uncover, before the dig season is over. The glaciers are on the move. Later your clan will complete your quest and migrate before the glaciers cover your site. You will learn what territory

you will be migrating to by the clues in this dig. Discover who these mysterious people are. Your navigator will determine your migration route on his map. Navigators must be sure to check-out the rivers, deserts and mountain ranges in your path.

- a) Roll the “bones” to determine which quadrant you will dig. One clan member rolls the bones. “Participation Point”
- b) Carefully sift through the earth to find artifacts, bones, clues, anything that will assist you in your quest. CAREFUL! You must only use the tools provided (paint brush, trowel, sieve etc. Try to have items similar to what an archaeologist would use.)
 - 1) The site is not big enough for the entire clan, you must pick one or two from your clan that will be careful not to destroy or damage your artifacts and the information they contain.
 - A) Participants will receive a “Participation Card”.
 - B) All clan members must get at least one today.
 - 2) Be quiet! Your discoveries should be kept a secret, you don’t want another clan learning what you’ve found or they could attack and steal your valuable discoveries.
 - 3) Carefully collect any artifacts. When you are done, clean them off; carefully place them in your parfleche envelope.
 - 4) Restore your site to “start” condition.
 - 5) Time is up. Record Keeper: record your points or losses; receive “Participation Card”.
 - 6) Migrate! The Navigator will spin the dial to see which way the wind is blowing. (N, E, S, W)
 - A) If another clan is on that path (site), you must spin again. You must not enter their territory. You will have to visit that site later.
 - B) You must be quick. Time is passing and the glaciers are moving.
 - i) Compare notes and findings with other archaeological team.
 - ii) What do you conclude about these people and the way they lived?
 - iii) Do you agree or disagree? Who is correct?
- ii. Site #2: The Hunting Field: The clan is hungry. There is a herd of animals ahead. Pick the best hunters; take aim. CAREFUL! Be very quiet. You don’t want to scare away the herd. Who knows when you will see your next “meal”; and the clan is almost out of supplies. Each hunter receives a “Participation Card”.

- a) Soft dart game (bean bag, feather darts, any prehistoric looking items, but not dangerous): There will be prehistoric animal silhouettes to aim at in this site. They will be in various locations of the site, not all together, and not all easy to hit. There will be questions to be answered attached to the back of each shape.
 - b) You get the “kill” and receive the animal’s points if someone in your clan can answer the question correctly. If the question is unanswered or incorrect, the animal is only wounded and gets away. You will only get one point and will have to put the animal back. If it is a “kill” you may place it in your pouch. (Hopefully there will be enough animals for all of the clans, if not, that was the fate of prehistoric man.) Perhaps you’ll find a stray animal as you migrate. If so, only the hunter has the skill to try for it.
 - c) You may NOT hunt again until you find out if the animal is a “kill” or a “wound”. You may change hunters and keep hunting until your time at the site is up.
 - d) Migrate. Send a runner to the center of the room and spin the dial so that you know which direction to migrate. (N, E, S, W)
- iii. Site #3: Tool Making: Your Shaman should have found some objects a long the way. You have some items at this site, but you may need more. The Shaman reveals his “treasures”. He receives a “Participation Card”.
- a) The tool maker, or someone who has not yet participated (anyone if all have participated), must use these items to create a tool of some kind.
 - b) The tool maker may ask for assistance from a clan member.
 - c) Other clan members may give advice, quietly. You don’t want to alert any other clans or dangerous animals to your location.
 - d) Explain the function or purpose of this tool to your clan.
 - e) You may use this tool at other sites and you may modify and perfect it as you migrate to other sites and find additional materials.
 - f) “Participation Cards” are awarded to each.
 - g) (This tool must remain intact for the rendezvous and final determination if your clan will become extinct or migrate.)
- i. Site #4: Build a Shelter: Protection from the elements was very important for survival.
- a) Pick a builder from your clan. “Participation Card”.
 - b) Spread out the cards from the Terrain Deck. They will show pictures of a landscapes or environments during the Ice Age or Stone Age.
 - c) Spread out the cards from the Shelter Deck. They will show pictures of various types of prehistoric shelters.

- d) Match the environment to the shelter.
 - 1) Explain why it would be a good shelter for man.
 - 2) How would it protect him?
 - 3) What would the dangers be in this type of shelter?
 - e) Remember that everyone in the clan must participate. If time allows, continue. You may earn more points.
 - f) “Participation Cards” for a match and answering questions correctly.
 - f. Clean-up: Line-up by Clans (10 minutes)
- E. *Assessment/Evaluation*
- 1. Monitor individual and clan activity during their site explorations and migrations.
 - 2. Check individual participation points during the preparation for the Rendezvous on days ten and eleven.

Lesson Seven: Preparation for the Rendezvous (*Family council: All clans will meet to tally their points. Tribal council: Tally clan points, then tribe points. Each family; then tribe will meet in council to determine if they survived, or became extinct.*)

A. *Daily Objectives*

- 1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
- 2. Lesson Content
 - a. **Visual Arts**
 - i. Art from Long Ago (Help children see and understand that art has been an important human activity since early times.) (p. 31)
 - a) Look at and discuss
 - 1) Cave Paintings
- 3. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication.
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials*

- 1. Sketchbook/Journals for each student (keep all year)
- 2. Pencils and erasers for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
- 3. Paper and/or scratch paper available for each student
- 4. Black or white board and chalk or erasable markers

5. Eight bins of colored chalk, crayons or conte crayons, enough for each table
 6. *Optional:* Resource notebook, two for every table, (students share) information to copy headings, dates, or copies of images
 7. Paint, brushes (see Appendix F - paint made from organic materials)
 8. Water Buckets to clean brushes
 9. Any “found objects” brought in by the class (shells, rocks, leather, feathers, beads, sticks, etc., - natural objects)
 10. Glue
 11. Sinew
 12. String, yarn, leather strips
 13. *Optional:* Native American or African spiritual music
 14. *Optional:* tape or CD player
- C. *Key Vocabulary*
1. Scribe – a professional copy person or writer of manuscripts
 2. Ornament – something that decorates or adorns
- D. *Procedures/Activities*
1. Opening Activity:
 - a. Family Council (5 minutes)
 - i. Leaders total your family points. Check participation points. You may choose a Scribe – person to record written information, for your family.
 - ii. Check your family pouches. What artifacts were collected?
 - iii. What does your family conclude from the artifacts recovered?
 - iv. Can you make use any of these items?
 - b. Clan Council leaders: (5 minutes)
 - i. Total both families’ survival points. Determine if your clan migrated or became extinct.
 - ii. Points for extinction or survival will be pre-determined by the teacher.
 - iii. Check “Participation Cards”, except for those absent. Those without a card must draw from the Accident Deck.
 - iv. Study the artifacts recovered from the “digs”.
 - v. What early civilization do these “clues” lead you to?
 - a) Ancient Mesopotamia
 - b) Ancient Egypt
 - c) Ancient India
 - d) Ancient China
 - vi. Come to a conclusion on what civilization your artifacts might represent.
 2. Creation Station Site: (20 minutes)
 - a. Family Council: There will be various sites for “found objects”, glue, and paint; where all materials will be located. Some supplies will be on family’s tables.
 - b. Create whatever crafts and artifacts you can together or individually, from the items available.
 - c. Help each other. Think about what types of things prehistoric people might have made. It can be a toy, a tool, ornamental, symbolic or ceremonial.
 - d. Remember: These items are being made for the Rendezvous. They are not for you to keep and take home. You need to trade with other families

- and clans, sharing.
- e. Carefully store these items in a safe place. Because storage is an issue to deal with, it is important to have the preparation the day before the Rendezvous. (This could be two days, as long as the Rendezvous is the final day of the rotation.)
- 3. Clean-Up. Line-up: dismiss by families. (10 minutes)
- E. *Assessment/Evaluation*
 - 1. Team work; helping each other.
 - 2. Sharing with each other.
 - 3. Originality
 - 4. Creativity

Lesson Eight: The Rendezvous (*The Rendezvous: All clans meet to trade and to celebrate their new discoveries. Clans will teach each other what they have learned, trade and celebrate this time of sharing. Then each clan will migrate, their destination will be determined by the artifacts they discovered in their "dig". Each clan will want to learn more about the mysterious people and their culture from these artifacts; these people are a link to their future.*)

- A. *Daily Objectives*
 - 1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)
 - b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
 - 2. Lesson Content
 - a. **Visual Arts**
 - i. Art from Long Ago (Help children see and understand that art has been an important human activity since early times.) (p. 31)
 - a) Look at and discuss
 - 1) Cave Paintings
 - 3. Skill Objective(s)
 - a. **Communication:** Students recognize and use the visual arts as a language for communication.
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning or works of art
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.
- B. *Materials*
 - 1. Families' artifacts
 - 2. Treats for the celebration: natural items, nuts or berries, fruit, dried fruit, natural items prehistoric people might have found (nuts may be a problem with many children's allergies) trail mix or other might work, too; not sweets; they didn't have sweets
- C. *Key Vocabulary*
 - 1. Artifact – an article made by a human; a tool, weapon or ornament

2. Rendezvous – to meet at a prearranged time and place
 3. Civilized – a highly developed culture or society; polite
 4. Famine – a food shortage
- D. *Procedures/Activities*
1. Opening Activity: (Tables could be moved away so that everyone could gather on the floor in a portion of the room.)
 - a. Family Council – (5 minutes)
 - i. Leaders: Pass out the artifacts to those who made them. Gather your artifacts from the “dig”.
 - ii. Know what area you will migrate to when the Rendezvous is over.
 - b. Prepare to go to the Rendezvous.
 2. Rendezvous: Meet in the center of the room. Remember to be careful and quiet. You don’t want to upset or rile these new groups of people. You don’t get together very often, and you don’t know them well.
 - a. Clan Council leaders: - (10 minutes)
 - i. Organization: Families should group by their clans at first. Each individual or group should place the items they made in front of them so all clans can see them.
 - ii. Each clan will share the artifacts recovered from the “digs” and disclose the area they will migrate to, and why the “clues” led them to that conclusion.
 - a) Ancient Mesopotamia
 - b) Ancient Egypt
 - c) Ancient India
 - d) Ancient China
 - b. Swap, Trade Share: (25 minutes)
 - i. You may not trade within your family or clan.
 - ii. Trade must be made with other clans.
 - iii. The exchange must be peaceful and happy, not forced.
 - iv. Share information, knowledge or skills you have learned with others.
 - c. Treats will be located near the swap and trade. Students need to be conservative on enjoying the “feast”. There needs to be enough for everyone. Careful, keep the area clean. We don’t want to attract any dangerous animals.
 - i. Don’t waste the food; we don’t know when there might be a famine.
 - d. Clean-up, Line-Up (10 minutes)
- E. *Assessment/Evaluation*
1. Cooperation
 2. Consideration
 3. Civilized behavior
 - a. During the swap and trade
 - b. During the feast

Lesson Nine: Migration: Rock Art Rocks the World

A. *Daily Objectives*

1. Concept Objective(s)
 - a. Students understand that visual arts are a form of communication. *(1)

- b. Students understand the relationship of visual arts to various historical and cultural traditions. *(4)
 - c. Students understand the characteristics, merits, and meaning of works of art. *(5)
2. Lesson Content
- a. **Visual Arts**
 - i. Art from Long Ago (Help children see and understand that art has been an important human activity since early times.) (p. 31)
 - a) Look at and discuss
 - 1) Cave Paintings
3. Skill Objective(s)
- a. **Communication:** Students recognize and use the visual arts as a language for communication.
 - b. **Perception:** Students know, understand, and apply basic components of the visual arts as they solve visual problems.
 - c. **Application:** Students know, understand, and apply materials, techniques, processes, and technology related to the visual arts.
 - d. **Heritage:** Students relate the visual arts to historical, cultural, and personal heritage.
 - e. **Aesthetics:** Students analyze, interpret, and evaluate the characteristics, merits, and meaning of works of art
 - f. **Transfer of Knowledge:** Students transfer knowledge within the visual arts, among other disciplines, and to lifelong learning.

B. *Materials*

- 1. Sketchbook/Journals for each student (keep all year)
- 2. Pencil and eraser for each individual in class (bins are located on every table with pencils, erasers and pencil sharpeners)
- 3. Paper and/or scratch paper available for each student
- 4. Black or white board and chalk or erasable markers
- 5. Eight bins of colored chalk, crayons or conte crayons, enough for each table
- 6. *Optional:* Resource notebook, two for every table, (students share) information to copy from headings, dates or images to sketch
- 7. *Optional:* Create a power point presentation using images from websites listed in Appendix A and H. to compare and contrast rock art from around the world
 - a. *Painters of the Caves*, by Patricia Lauber, ISBN 0-7922-7095-9
(Map - pg. 13; **Chauvet cave, France:** aurochs and rhinoceroses - pg.7, Ice Age horses – pg. 8, Rhinoceroses pg. 39; **Lascaux cave, France** – Reindeer swimming in a river – pg. 10, Bison – pgs. 24-25, Horses, the Chinese horse and symbols – pgs. 34-35; **Pech-Merle cave, France** – horse with dots and hand print – pg. 27)
 - b. *The World Heritage Prehistoric Rock Art*, ISBN 0-516-08379-1
(Map – pg. 7; **Alta, Norway:** Magic of the Hunt - pg. 5; **Kakadu National Park, Australia** – pg. 6, Nourlangie Rock: Barginj, wife of the Lightning Spirit – pg. 11; **Tassili N’Ajjer, Algeria** – pg. 9; Engraved drawings with a burin, filled in with black: **Altamira Cave, Spain**, Bison – pg.14; **Lascaux Cave, France**, Unicorn – pg. 15, a bull and horse – pg. 17; **Kakadu, Australia**, Turtles – pg. 17; **Tassili N’Ajjer, Algeria**, engraving of a goat – pg. 22, five styles of paintings of camels – pg. 25; **Camonica Valley, Italy**, an engraving and a painting – pg. 27 and 2 religious designs with deer and sun – pgs. 28– 29; **Alta, Norway**, fishing scene – pg. 29, deer and hunter – pg. 30; comparisons of style and time

- period of Alta – pg. 30 and Camonica Valley and Altamira – pg. 31)
- c. *Native American Rock Art, Messages from the Past*, by Yvette La Pierre, ISBN 1-565666-064-1
 (Ohio, ancient petroglyph of human face with horns and necklace – frontispiece; California, anthropomorphs or humanlike figures with sunburst heads – pg. 8, rare, multi-colored pictographs with anthropomorphs and elaborate sun disks of the Chumash Indians – pg. 26; New Mexico, bird and snake – pg. 9; Nebraska, a carved animal – pg. 13; Utah, harvest scene – pg. 15, Anasazi, several colors and techniques on a pictograph panel – pg. 24, Symbolism associated with shamans or medicine men with supernatural beings and fancy headdresses and small animal spirit helpers – pg. 37, Petroglyph of a square-shouldered warrior with a shield – pg. 41, water damage to square-shouldered anthropomorphs and striped animals – pg. 42, series of three pictures illustrating the original work, vandalism and restoration to a rock art panel with the work of four cultures – pg. 44; Arizona, spiral – pg. 18, bighorn sheep – pg. 31; Utah, newspaper rock with traditional paw prints, modern horses and bridles illustrating the changing culture – pg. 21, Holy Ghost and attendants – pg. 33, procession of Spanish horsemen – pg. 40; Vermont, carved faces – pg. 27)
8. *Art of the Rocks of Southern Africa*, by D.N. Lee and H.C. Woodhouse, ISBN 0-684-1372-9
9. *Prehistoric Art of Australia*, by Dacre Stubbs, ISBN 0-684-14123-X
10. *Stone Age Painting in India*, by Robert R. Brooks and Vishnu S. Wakankar, ISBN 0-300-01937-8
11. Websites
- ii. <http://dsc.discovery.com/convergence/iceworld/map.html>
- a) Map of the United States during the Ice Age
- b) Slider shows ice and continent changes from 18,000 years to present with brief related information
12. Paleo-Indians and Beringia Land Bridge
13. Eight sections of brown art paper, any size, for small murals, each table
14. *Optional*: Native American or African spiritual music
15. *Optional*: tape or CD player
- C. *Key Vocabulary*
1. Land bridge – a strip of land revealed between two land masses when the sea level falls, hidden when the sea rises
2. Mural – a large work of art, as a painting, applied to a ceiling or wall
- D. *Procedures/Activities*
1. Question: Do you think cave paintings are only found in France and Spain?
2. Introduction: (20 minutes)
- a. Power Point Presentation or demonstration with the Flex Camera: Show students illustrations of rock art from around the world.
- i. Use a variety of clear, colorful examples.
3. There is rock art on every continent.
4. Compare and contrast examples from different continents.
5. Notice how forms become more abstract and simplified.
6. Create a mural with your family (table). (20 minutes)
- a. Pass out supplies.
- b. Create a mural. Have each family (table) try to choose a different

- country, or style. Use the symbols and designs from that area.
 - c. Each family should list your names on the very bottom of the back of the mural.
 - i. Do not write in the center so that you may turn the paper over and use the back if you need to.
 - d. Put your class section on the back too.
 - e. Answer any questions, and finish any unfinished business.
 - f. Prepare for the next unit introduction. (Part II. Ancient River Civilizations)
 - g. Students should know their migration path. See if they can find a route on the map.
 - i. Check for any obstructions in their migration path; rivers, mountain ranges.
 - ii. Work individually with each group.
- 7. Clean-up: (5 minutes)
- E. *Assessment/Evaluation*
 - 1. Participation
 - 2. Cooperation
 - 3. Creativity
 - 4. Originality
 - 5. Craftsmanship
 - 6. Attention to details from the lesson.
 - 7. See Appendix O: Rock Art Mural Group Assessment/Evaluation sheet

VI. CULMINATING ACTIVITY: One People/One Land

- A. Puzzle – Maps
 - 1. Have two sets of continent map cut-outs. One has the continents printed on them; one does not, same shape, but they are blank. A “Centers Activity”: have students try to put each puzzle together, see if they come close.
- B. Art Show – in April or May (see Appendix F)

VII. HANDOUTS/WORKSHEETS

- A. Appendix A: Additional Resources
- B. Appendix B: The Story of Man
- C. Appendix C: The Stone Age
- D. Appendix D: Cave Art: Recommended Images
- E. Appendix E: Pre-Historic Man: The Dawn of Mankind
- F. Appendix F: Miscellaneous Information
- G. Appendix G: Guide for the Spiritual Ceremony
- H. Appendix H: Additional Website Listings for comparative images
- I. Appendix I: Lesson One - 1st Grade Cave Art Project Assessment/Evaluation
- J. Appendix J: Lesson Two - 1st Grade Ice Age Picture Assessment/Evaluation
- K. Appendix K: Lesson Three - 1st Grade Clan & Tribal Planning Assessment/Evaluation
- L. Appendix L: Lesson Four - 1st Grade Cave Art Assessment/Evaluation
- M. Appendix M: Lesson Four - 1st Grade Pre-historic Ceremony Group Activity Assessment/Evaluation
- N. Appendix N: Lesson Five -
 - Part 1: 1st Grade “Parfleche” Assessment/Evaluation
 - Part 2: Creation Stations Assessment/Evaluation
- O. Appendix O: Lesson Nine - Rock Art Mural Group Assessment/Evaluation

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- V. Mazonowicz, Douglas. *A Search for Cave and Canyon Art, Voices from the Stone Age*, ©1974 Thomas Y. Crowell Co., N.Y. ISBN 0-690-00574-1
- W. Mittler, Ph.D., Gene A. *Art in Focus*, © 2000 Glencoe/McGraw-Hill. Teacher/s

- Wraparound Edition. ISBN 0-02-662408-7 (Student Edition) ISBN 0-02-662409-5 (Teacher's Wraparound Edition)
- X. Mittler, Gene and Rosalind Ragans, *Understanding Art*, © 1999 Glencoe/McGraw-Hill. Teacher's Multimedia Wraparound Edition. ISBN 0-02-662359-5 (Student Text) ISBN 0-02-662361-7 (Teacher's Wraparound Edition)
- Y. Moulin, Raoul-Jean. *Prehistoric Painting*, © 1965 Heron Books Limited. Library of Congress Catalog Card Number: 68-27363
- Z. North, Peter compiled. *The Time chart: Discovery and Invention* © 1999 Ashell Editions Limited. ISBN 0-9535270-1-8
- AA. Patent, Dorothy Hinshaw. *Mystery of the Lascaux Cave, Frozen in Time*, ©1999 Benchmark Books, Marshall Cavendish Corp. ISBN 0-7614-0784-7
- BB. Ragans, Rosalind. *Arttalk*, ©2000 Glencoe/McGraw-Hill. Teacher's Wraparound Edition. ISBN 0-02-662434-6 (Student Edition) ISBN 0-02-662435-4 (Teacher's Wraparound Edition)
- CC. Ruspoli, Mario. *The Cave of Lascaux, The Final Photographs*, ©1986 Harry N. Abrams, Inc., Publishers. ISBN 0-8109-1267-8
- DD. Stubbs, Dacre. *Prehistoric Art of Australia*, © 1974 Charles Scribner's Sons. ISBN 0-684-14123-X
- EE. Wood, Tim. *Ancient Wonders*, © 1997 Viking ISBN 0-670-87468-X
- FF. *The World Book Encyclopedia*, by Field Enterprises Educational Corporation. ©1968, Chicago. A number of different volumes.
- GG. The World Heritage Prehistoric Rock Art, © 1992 Children's Press, Chicago. ISBN 0-516-08379-1

Appendix A

Part I.: Video Listings:

- A. Videos: (To purchase or also available through local libraries)
- *Lascaux*, Videocassette VHS (35 minutes), cinematography, Mario Ruspoli, narrator Alan Aber; music, Ludwig van Beethoven. Documentary tour of Lascaux Caves prehistoric drawings. Crystal Productions. Crystal Video ISBN 1562901478

Part II: Website Listings:

- A. Websites: (Yahoo or Yahoo! Keyword – Ice Age)
- * Also check-out side bar links on right-hand side of sites
 - **Websites have links that will also take you on tours of the caves
1. www.esd.ornl.gov/projects/gen/nerc.html
 - Maps – global environments during last 130,000 years
 - Atlas of ice age ecosystems
 2. www.pbs.org/wgbh/nova/ice.html
 3. www.insticeagestudies.com/
 - Nova Online/Cracking the Ice Age
 4. www.humanities-interactive.org/ancient/iceage/.html
 - An exhibition of Ice Age Art and Symbols
 5. <http://news.bbc.co.uk/1/hi/sci/tech/newsid>
 - Faces from the Ice Age
 6. <http://dsc.discovery.com/convergence/iceworld/map.html>
 - Map of the United States during the Ice Age
 - Slider shows ice and continent changes from 18,000 years to present with brief related information
 - Paleo-Indians and Beringia Land Bridge
 7. <http://dsc.discovery.com/convergence/iceworld/game.html>
 - Interactive game of survival during the Ice Age where you must make choices that will determine your future
- B. Rock Art in other countries:
- Keyword: Ancient Rock Paintings or Prehistoric Rock Paintings
1. <http://gamma.nic.fi/~bcassidy/norway.html>
 - Viking Rock Paintings; 2,500-6,000 years old, Alta, Norway
 2. <http://alkelda.f9.co.uk/index.html>
 - Petroglyph - North York Moors, cup and ring carvings
 3. <http://users.pandora.be/educyclopedia/education/rockart.html>
 4. <http://eggtempera.free.fr/museum.html>
 - Prehistoric Timeline of Art to Present time
- Alaskan Rock Art:
5. <http://ublib.buffalo.edu/libraries/e-resources/ebooks/records/eem6583.html>
 6. http://stonepages.com/mealinks/01_megalitic_sites/rest_world/.html

Part III: Television and Cable Channels:

- A. PBS Channels
- B. The Learning Channel
- C. A and E in the Classroom
- D. Discovery Channel
- E. History Channel

Appendix B

The Story of Man

People change, learn and adapt over time.

Life began millions of years ago.

1. *Australopithecus* - Africa - 4 million BC
 - (meaning southern ape)
 - walk on 2 legs not 4
2. *Homo habilis* - Africa - 2.5 – 2 million BC
 - (handy man)
 - first people to make tools
3. *Homo erectus* - Africa - 1.5 million BC
 - (upright man)
 - learned how to use fire
 - migrated (spread out of Africa)
4. *Homo sapiens* - Neanderthals (a subspecies) – 120,000 BC
 - (wise man) - Africa, Asia, Europe
 - bury their dead
5. *Homo sapiens sapiens* – 40,000 BC
 - (modern humans)
 - all over the world including Australia
 - 33,000 BC Neanderthals die out
 - Modern man – Asia and Europe
 - 13,000 BC Land Bridge – Asia to Americas

Appendix C

The Stone Age

The Stone Age is the earliest and longest period of human pre-history. It is divided up into three periods.

Part I: Old (Paleolithic)

The Old Stone Age is divided into three periods. The Lower, Middle and Upper Paleolithic periods. The Upper was the final period and dated from 37,000 – 10,000 years ago.

Part II: Middle (Mesolithic)

The Middle Stone Age lasted from 10,000 – 8,000 years ago.

Part III: New (Neolithic)

The New Stone Age began about 8,000 years ago and ended with the Bronze Age, when working with metals began. Farming began during this period.

Appendix D

Recommended Images

- A. Images:
1. Lesson Two: Realism:
 - a. Chauvet Cave
 - i. 30,000 years ago
 - ii. Discovered 1994
 - a) Panel of horses
 - b) Four aurochs and three rhinoceroses
 - c) Facing rhinoceroses
 - d) Central niche – horses and lions
 - e) Rhinoceros with enormous horn
 - f) Engraved rhinoceros
 - g) Herd of rhinoceroses
 - b. Lascaux Cave
 - i. 17,000 years ago
 - ii. Discovered 1941
 - a) Panel of the Crossed Bison – spring during the molting season
 - b) Red deer
 - c) Two mammoths
 - d) Aurochs
 - e) Cow with the Collar
 - f) Stag – row of dots and box
 - g) Chinese horse
 - h) Frieze of swimming stags
 - i) Enigmatic Unicorn
 - j) Bird-man, bird, bull
 - c. Altamira Cave
 - i. Discovered 1879
 - d. Abstraction:
 - i. Evolution of figures in Spanish rock shelter with dates
A Search for Cave and Canyon Art, Voices from the Stone Age,
by Douglas Mazonowicz, pg. 93
 - a) Engraved symbols,
 - b) Sabasona, Barcelona, Spain (pg. 56)
 - c) Figure engraved in stone, Sabassna (pg. 57)
 - d) Frieze of engraved symbols, Sabassona (pg. 57)
 - ii. Artist, Pablo Picasso commented, “we have discovered nothing”,
after viewing the prehistoric art.

Appendix E, page 1

Pre-Historic Man: The Dawn of Mankind

Background Information

Traveling through Time from the Ice Age in to The Stone Age and Cave Paintings

The process of piecing History together in Prehistory is a difficult, uncertain science because it is before written records. As new pieces of our history are discovered they cast a new light on our perspective and even more mystery to all of the unanswered questions we have about the origination of mankind.

When did mankind's history begin? Our history began long, long ago, before any "clues" or visible signs of our existence were left behind to tell the story to scientists.

These scientists, called archaeologists, dig up the past and try to piece together all of the clues they find from skeletons, and artifacts. They attempt to assign a time period to artifacts with a scientific method of carbon dating the item and the material that surrounding it. Improvements in science, technology, and new discoveries in archaeology have altered our understanding of history. Each new piece of evidence found, is a new piece that has to fit in the puzzle. New clues make us question our beliefs of the past and create new mysteries to solve.

Where did mankind begin? Ancient skeletal remains have been found in South Eastern Africa where the climate was tropical and warm. Although it was the Ice Age, and much of the earth was covered by huge deep, glaciers, Africa was far from these great ice caps.

What do scientists believe was the beginning of life on earth? It is estimated to have begun about 3.2 billion years ago with tiny sea cells. It is believed that man appeared on earth much, much later. (See Appendix B.) However, not everyone shares these beliefs.

The most recent "Ice Age" is speculated not to have been the first. At least three other Ice Ages left earlier marks on the earth hundreds of millions of years ago. The Pleistocene Epoch which includes the past 3.5 million years ago had three important marking events. The first event that marked the Pleistocene Epoch was that much of the Northern Hemisphere was covered by a series of ice caps. The world had been cooling down for 65 million years, ever since the close of the Age of Dinosaurs. Four great ice caps formed, one at a time. Simultaneously these four great glacier systems covered the highest mountains, even as far south as the equator. The second mark of the epoch was that animals appeared on the earth; the modern horse and elephant, and camel spread around the globe. The third mark was that man entered on the earth; over a long period of time he became a dominating force around the world.

Scientists believe that Neanderthal man appeared and spread throughout Europe and western Asia during a cold time period, perhaps 95,000 years ago entering a warming period. It is believed that the last ice retreat took place approximately 25,000 years ago. (Has the earth entered a fourth interglacial period? 50,000 or 100,000 years in the future, could the ice return?) The glaciers form great continental ice sheets 8 to 10,000 feet thick, higher than any man-made structure ever built today. They would flow from the pressure of their weight. As the ice formed the oceans would shrink and reveal more land; when the ice melted, the oceans would swell and cover more land. Valleys and mountains were carved in to the landscape by this constant glacial movement.

The weather during the Ice Age made shelter one of the three most important requirements for man; food, shelter, and clothing. Prehistoric man was very resourceful. He had to be. Was his shelter our earliest form of architecture? Shelter protects man from the elements; wind, rain, heat and cold. A shelter must also protect him from insects and predators. Three of the considerations for shelter are: climate, building materials, and protection from danger. Man had to make use of what was available to him in his environment. Even fire was something accidental, made by nature, not man, yet. Gradually he learned to adapt and modify his environment to fit his needs. Trees could have been the earliest shelter from rain and wild animals. Later man learned to pile sticks and logs for a wind break; then it is believed he moved to caves. However, caves could also house some dangerous animals too. Early man learned

Appendix E, page 2

to use the materials at hand to create a shelter; he would pile stones, or form clay into small sun-dried blocks to build houses. Man invented tools to make his job easier, and perfected them to make them more efficient. Still later man learned to build lake dwellings, by driving logs into the lake bottom and building his shelters on platforms.

As the environment changed, man's needs changed. He began adapting and learning from his environment. Man needed to relocate to find food and water, he was a nomad; a hunter-gather. Man's migration followed the huge animal herds that once covered the earth. A time line illustrates the large span of time over which man developed. Prehistoric man's appearance adapted to his environment, skills and the physical requirements of his body. His skills are developed out of necessity; they are self-taught or learned tasks, like his increased ability to hunt.

Man began to specialize; some people were better hunters, beaters, trackers, and some could skin an animal faster or cut-up meat better. Some of the people had better knowledge of what plants or berries would be suitable to eat. Prehistoric man also became the first inventors, tool makers, artists, "fashion designers", and ornament makers. The more we uncover and discover, the more "civilized" these people become.

What inspired mankind to create? Why did early man paint animals deep down inside of caves? Why were the caves sacred? Why didn't man paint his people? He did. Relatively recent discoveries of portraits and full body drawings of people were found face down on some cave floors. Was this a spiritual ritual? There is also speculation that some of the patterns on the cave walls could actually be marking out constellations; and that prehistoric man could also have been our first scientists, studying the stars and phases of the moon. Could we have destroyed similar works of art on the floors of Lascaux or Altamira? The floors of these caves were leveled and cleared away for tourists. Think about what we could have lost on the floors of these caves. The only insight we can get from these discoveries is to study other hunter-gather people alive today; the Australian Aborigine.

Mother Nature has done her own amount of destruction with earth quakes, floods, and the ravages of rain and ice. But modern man, just by opening up these caves has also done a lot of damage, changing the internal environment of the cave. Artifacts are being destroyed by accident and on purpose with modern man's race for progress. This is a world wide problem as populations soar and building projects cover and uncover antiquities. Our new technologies in building can cause even greater destruction to sites we don't even know are there. Think of the lost treasures in artifacts, and in knowledge, as we speed in to the future.

Extension Questions:

Man's needs are his driving forces. What would you need to live in this environment?

Do you think tools are inventions?

Do you think pre-historic man had the need, time or ability to create art?

What do you consider to be art?

Do you think tools are works of art?

Appendix F

Miscellaneous Information

- Part I: Time Machine:**
A time machine may be created out of appliance boxes. Parent volunteers may be enlisted during Back to School Night. They could make sliders, wheels to spin, to make a fun illusion to time travel. Leave it up to the creativity and time available to parents and volunteers, make it colorful and interactive. This could be a fun addition to the unit. Even a simple time machine would give students the idea of traveling back in time.
- Part II: Display Cases:**
Create a cave appearance in the display case with crinkled up art paper or brown bags. Put lots of texture, color variations, convex and concave areas. Attach students' cave paintings; place other tools, artifacts and ornaments around the "cave". Another display case could be made to look like a museum.
- Part III: Art Show:**
Our school usually has an all school art show at the end of the year. We usually get a lot of parental support in setting this up. First grade could be located on the stage with appliance boxes attached together to create a cave like effect. Art work and other artifacts could be displayed throughout the "cave". Prehistoric artists could be working, making brushes, paint, sculptures, tools and paintings while the art show is going on.
- Part IV: Extensions:**
These units can tie in to other studies in other classes:
- Climate and seasonal changes
 - Inventors/Inventions
 - Murals
 - Portraits – "Faces from the Ice Age" website
 - Astronomy – images tracking lunar cycles or phases, or depicting constellations
 - Printmaking – hand prints; "air brush"
 - Brush making
 - Early musical instruments
 - String instruments - bow and gourd
 - Brass instruments – elephant horn
 - Woodwind instruments – whistles and panpipes
 - Percussion instruments – drums and rattles
 - Elements of art – color, shape, form, texture, line
 - Making Natural Earth Pigments
 - *Understanding Art*, by Gene Mittler and Rosalind Ragans. pg. 280
- Part V: Purchase Sites:**
- | | |
|--|--|
| A. Crizmac
Art and Cultural Education Materials
P.O. Box 65928, Tucson, AZ 85728-5928
1-800-913-8555, Fax 1-520-323-6194
http://www.crizmac.com | C. Flex Camera
Ken-a-vision
Knowledge through vision
1-800-334-8407
www.ken-a-vision.com |
| B. Create-A-Timeline
Crystal Productions
P.O. Box 2159
Glenview, IL 60025 | Hooks up to:
- LCD projector
- Television
- Computer
- VCR |

Appendix G

Guide for the Spiritual Ceremony

List the name of each member of your clan:

What is the spiritual or magical purpose of your ceremony?

Did everyone participate?

Did your ceremony have music?

What instruments?

Did the music improve your ceremony?

Did your ceremony include dancing?

Did the dancing make the ceremony better?

What images did your tribe paint on the cave wall?

Why?

What was the tribe's desired outcome for this ceremony?

Did you have a Shaman or spiritual leader to perform the ceremony?

Appendix H

Part I.: Additional Website Listings for comparative images:

- A. Websites: (Yahoo or Yahoo! Keyword – Cave Art around the world)
*Websites have links that will also take you on tours of the caves
**Pictures captured from websites take up less memory for power point presentations than digital or scanned images.
1. www.yachtalaska.com/pages/trips/archaeology061704html
 - Kosciusko Island Rock Art Study
 2. www.workingdogweb.com/Art.html
 - Books of the earliest art of Palaeolithic Eurasia
 3. www.wysiwyg://main.19/http://dsc.discovery.com/news/briefs/20020902/caveart.html
 - Is Rock Art a Sign of Universal Language?
 4. www.wysiwyg://main.52/http://www.culture.gouv.fr:80/culture/arcnat/lascaux/en/st.html
 - The Great Hall of the Bulls: Overall View
 5. www.wysiwyg://10/http://www.historylink101...sons/art_history_lessons/cave_art4.html
 - Additional Resources on Cave Art
 - Lascaux Cave France
 - Pech Merle Site
 - Rock Art of Alps
 - Links to Other French and Spanish Caves
 - Chauvet Pont D'Arc
 - Cosquer Cave – “under water” cave
 6. <http://www.quercy.net/pechmerle/english/viste.html>
 - Pech Merle Prehistory Center
 7. www.sciscoop.com/story/2003/7/3/53135/93327
 - 4000 year old Australian Aboriginal Cave Art
 8. www.wysiwyg://36/http://www.lights.com/waterways/arch/rockart/html
 - The Aboriginal Rock art of the Churchill River
 9. <http://www.thaiair.com/flying/aroundworld/aroundworld-09.html>
 - Kakadu Park Australia - Rock Art
 10. www.wysiwyg://8/http://vm.kemsu.ru/en/palaeolith/kapova.html
 - Palaeolithic: Cave Paintings of mammoths

Appendix I

1st Grade Prehistoric Cave Art Assessment

Novice
1 point

Apprentice
2 points

Craftsman
3 points

Comments:

**Lesson 1:
Traveling Through
Time into the Ice Age**

Knowledge of: Maps

Timeline

Discussions

Small Group Activities:

Cooperation

Participation

Behavior

Small Group Activity: (circle which group)

- Handy Man
- Upright Man
- Wise Man
- Modern Man

Group Effort

Cooperation

Participation

Use of class time

Behavior

Illustration

Craftsmanship

Creativity & Originality

Details from lesson

Appendix L

1st Grade Cave Art Assessment/Evaluation

	Novice 1 point	Apprentice 2 points	Craftsman 3 points	Comments:
Lesson 3: Brown Paper Cave Art Individual Activity				
Use of prehistoric animals: (Reindeer, mammoths, horses, bulls, etc.)				
Setting: (None)				
Use of earth colors: (Brown, rust, gold, black, white)				
Use of: Space: (Size differences, overlapping)				
Line:				
Shape:				
Texture:				
Use of other prehistoric symbols: (Handprints, weather symbols, weapons or wheat)				

Appendix M

1st Grade Pre-historic Ceremony Assessment/Evaluation

	Novice 1 point	Apprentice 2 points	Craftsman 3 points	Comments:
Lesson 4:				
A Pre-historic Ceremony				
Group Activity				
Tribe 1:	Type of Ceremony?			
Group Effort:				
Cooperation:				
Organization:				
Participation of each member:				
Clan 1:				
Clan 2:				
Did the ceremony include? (Assess)				
	Dancing:			
	Music:			
	Painting:			
Tribal council's debriefing comments:				
Tribe 2:	Type of Ceremony?			
Group Effort:				
Cooperation:				
Organization:				
Participation of each member:				
Clan 3:				
Clan 4:				
Did the ceremony include? (Assess)				
	Dancing:			
	Music:			
	Painting:			
Tribal council's debriefing comments:				

Appendix N

1st Grade “Parfleche” Art Assessment/Evaluation

	Novice 1 point	Apprentice 2 points	Craftsman 3 points	Comments:
Lesson 3: Brown Paper “Parfleche” Envelope Individual Activity				
Use of earth colors: (Brown, rust, gold, black, white)				
Craftsmanship:				
Design:				
Identified with your name in pencil in the correct place:				

1st Grade Creation Stations Assessment/Evaluation

	Novice 1 point	Apprentice 2 points	Craftsman 3 points	Comments:
Part 2: Lesson 7: Creation Station Sites: Artifacts Individual Activity				
Team Work:				
Sharing:				
Artifact:				
Toy:				
Tool:				
Ornament:				
Ceremonial:				
Originality:				
Creativity:				
Craftsmanship:				

Appendix O

1st Grade Rock Art Mural Assessment/Evaluation

	Novice 1 point	Apprentice 2 points	Craftsman 3 points	Comments:
Lesson 9: Migration: Rock Art Rocks the World Group Activity				
Use of prehistoric animals: (Reindeer, mammoths, horses, bulls, etc.)				
Setting: (None)				
Use of earth colors: (Brown, rust, gold, black, white)				
Use of: Space: (Size differences, overlapping)				
Line:				
Shape:				
Texture:				
Use of other prehistoric symbols: (Handprints, weather symbols, weapons or wheat)				
Participation:				
Cooperation:				
Creativity:				
Originality:				
Craftsmanship:				
Attention to details from the lesson:				