

The Ancient Ones Museum Kit – Rock Art Symbolism and Cultural Stewardship
3rd Grade



<p>Grade Level: 3</p>	<p>Learning Event 4: Rock Art Symbolism and Cultural Stewardship -Thinking About Artifacts Like Social Scientists and citizens.</p>
<p>Learning Objective/Target: As a member of my community, I have a civic duty to respect the cultural and natural resources available in our public lands.</p> <p>Describe ways in which you can take part in improving your school or community (S.S)</p> <p>Analyze and practice rights, roles, and responsibilities of citizens (E.E)</p>	<p>Essential Questions:</p> <ul style="list-style-type: none"> • How do I use my background knowledge to build new understandings and empathy for others? • Why does rock art vandalism conflict with the preservation of human history? • What are some ways you can help protect rock art and archaeological sites?
<p>Materials/Resources:</p> <ul style="list-style-type: none"> • Visit with Respect hand-out • Brown/Black construction paper or butcher paper • Diluted bleach water 1:1 ratio in small bowls or lids to share with partners • As an alternative to construction paper and bleach, use black markers and white paper • Cotton swabs • Slides 30, 31, 32, 38, 49, 52, 56 • A transparency or plastic film cover • Dry erase marker 	<p>Assessment Options:</p> <ul style="list-style-type: none"> • Students create a rock art representation of symbols that are significant to them. • Students participate in dialogue.
<p>PREPARE AHEAD OF TIME: If you do not show students the film, you can review examples of petroglyph and pictograph slides available in the PowerPoint presentation. Students will use bleach water to create contrasting image on dark paper that resembles the look of rock art. Prepare the chemical solution beforehand and have containers for groups or pairs to share ready at students' station. Teachers should consider what symbols they would use to represent themselves and be prepared to either explain those symbols to students or show them.</p> <p>Background Knowledge: This activity is designed to connect students to concepts related to cultural resource stewardship in public lands. Our public lands are home to thousands of artifacts and artwork of important significance to American citizens, and people worldwide. The clues we can gather from our past, help us to better understand our future and prepare for what is to come. America is unique in the way we have preserved wild places, rich with scenery and cultural artifacts. These places are open for all to visit, enjoy, and learn from. But, if we don't respect them, they will not be available for future generations to experience. In this activity students will learn why native people chose particular symbols and designs in their rock art. Students will create their own petroglyph-like art, and then contemplate the importance of respecting these works of art.</p> <p>Suggested Procedure: 1. Background: Explain to students that rock art creation was the way that ancient people communicated important messages and ideas. Rock art varies greatly from culture to culture, but one thing remains true</p>	

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amongst all groups- the images that Native Americans chose to leave on or in stone were all special to them. They were often symbols that represented things that were most important to their way of life.

- a. Ask students to explain what a symbol is.
- b. Explain to students that when ancient people created rock art, they often used symbols that were important to them.
- c. Show students examples of Native American rock art.
- d. Show students or explain some of your own symbols to the class.

2. Now explain to students that they will have the opportunity to create their own versions of rock art using their symbols that are important to them.

- a. Each group/pair/individual show receive: paper, bleach solution, cotton swab, (paper/markers if not using construction paper and bleach)
- b. Students can create their own rock art and share their work in their groups or as a whole class.

3. Ask students for a brave volunteer to donate their art to the lesson, because you are going to use their art work to make an example of what some people have done to real rock art here in our public lands.

- a. Use a transparency or plastic film to cover the student's work and draw graffiti (names, images, markings). *Teachers: Modify this part depending on sensitivity of students. You could also graffiti students work while they are gone and display the after product depending on maturity of students.* Student work should be preserved because of the plastic covering.
- b. Tell students that this happens often to ancient rock art and usually in places that are easier for people to access. It is called rock art graffiti.
 - i. Ask students why they think people might do this. Discuss.
 - ii. Ask students how this might negatively impact the story that archaeologists work to uncover.
 - iii. Ask students what they can do to help prevent this.

4. Explain to students that the best way to help prevent rock art graffiti and vandalism is by respecting our land in a way that sets a good example for others. When people help take care of and respect the cultural and natural resources in our lands, we call them stewards.

5. Chart student thinking as they generate ideas about how they can visit lands with respect. Scaffold student thinking by comparing visiting archaeological sites to visiting other peoples' homes. What sort of things would you/would you not do there?

- a. Have students brainstorm as a class and make a list of things they can do to respect and take care of the land.
- b. Read any of the suggestions from the BLM that students may have missed and add those to the list.

Resource Links:

- http://www.blm.gov/wo/st/en/info/history/sidebars/natural_resources/visit_with_respect.html
- <http://www.blm.gov/co/st/en/nm/canm.html> (video)

Speaking & Listening Connections:

Extension:

- Students write a letter to a fictitious person who has vandalized rock art and explain to them why that is inappropriate. Have students practice an empathetic tone.

Teacher Notes: