

## ROCK ART WORKSHOP OVERVIEW FOR TEACHERS/PARENTS

<b>AGE/GRADE LEVEL</b>	This program is appropriate for grades 4 through 6.																				
<b>DURATION</b>	The program is approximately 1 1/2 to 2 hours long.																				
<b>GROUP SIZE</b>	30 students plus one educator/chaperone for every six students																				
<b>LOCATION</b>	Branigar Chase Discovery Center																				
<b>BACKGROUND</b>	<p>Long before a written language was developed, people were carving and painting figures on rocks. The term “Rock Art” includes purposeful human modification of in-place rock surfaces to produce images.</p> <p>Rock art was used by our ancestors all across the world. Some of the earliest painted figures are found in caves in Europe, Africa and Australia. The best known of these caves are Lascaux in France and Altamira in Spain. In 1991 Henri Cosquer, a professional diver, found a cave in southeast France where carbon dating of the paint from the hand stencils has shown that they were done between 27,800 and 26,500 years ago.</p> <p>Though no one can be sure what these images represent, it is certain that these symbols and images were meant as a form of communication. Some like handprints and spirals and hunting implements can be found across the globe. Other symbols and styles are unique to specific regions. Some images might be symbolic of “lifeways” telling others about hunting, (techniques or where to find game) migration, religious ceremonies, creation stories, birth/death rituals or family (clan) relationships.</p> <p>We do not know what most of the rock art means. Some, we think, were made for religious ceremonies, to tell a story, to mark a trail or hunting magic.</p>																				
<b>ESSENTIAL QUESTIONS</b>	<p>By the end of the activity, the students will be able to answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is rock art and why was it used so broadly?</li> <li>2. Rock art was a means of communication. How is it similar to different from our means of communicating today?</li> <li>3. How are petroglyphs and pictographs alike and different?</li> <li>4. How did rock art change through time?</li> <li>5. How is rock art recorded and studied?</li> <li>6. How can we preserve and protect these fragile “stories on stone”?</li> </ol>																				
<b>KEY WORDS</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 25%;">Abrade</td> <td style="width: 25%;">anthropomorphic</td> <td style="width: 25%;">archaeology</td> <td style="width: 25%;">Basalt</td> </tr> <tr> <td>communication</td> <td>desert varnish</td> <td>Erosion</td> <td>geometric</td> </tr> <tr> <td>graffiti</td> <td>incise</td> <td>limestone</td> <td>lithics</td> </tr> <tr> <td>petroglyph</td> <td>pictograph</td> <td>sandstone</td> <td>relative dating</td> </tr> <tr> <td colspan="4">Percussion (direct and indirect)</td> </tr> </table>	Abrade	anthropomorphic	archaeology	Basalt	communication	desert varnish	Erosion	geometric	graffiti	incise	limestone	lithics	petroglyph	pictograph	sandstone	relative dating	Percussion (direct and indirect)			
Abrade	anthropomorphic	archaeology	Basalt																		
communication	desert varnish	Erosion	geometric																		
graffiti	incise	limestone	lithics																		
petroglyph	pictograph	sandstone	relative dating																		
Percussion (direct and indirect)																					

**ARIZONA  
ACADEMIC  
STANDARDS**

**SCIENCE**

**Strand 1: Inquiry process**

**Concept 1: Observations, questions and hypothesis**

*Grade 4:* Observe, ask questions, and make prediction

*Grades 5–8:* Formulate predictions, questions, or hypotheses based on observations. Locate appropriate resources.

**Concept 2: Scientific testing (investigating and modeling)**

*Grade 4:* Participate in planning and conducting investigations, and recording data

*Grades 5–8:* Design and conduct controlled investigations

**Concept 3: Analysis and Conclusions**

*Grade 4:* Organize and analyze data; compare to predictions

*Grades 5–8:* Organize and interpret data to explain correlations and results; formulate new questions

**Concept 4: Communication**

*Grades 4–8:* Communicate results of investigations.

**THE ARTS: VISUAL ARTS**

**Standard 2: Art in Context**

Students demonstrate how interrelated conditions (social, economic, political, time, and place) influence and give meaning to the development and reception of thought, ideas and concepts in the arts.

Standard 2AV-E3. Identify and compare the characteristics of artworks that share similar subject matter, historical periods or cultural context.

*Grades 4–5*

PO 1. Determine characteristics in several artworks from the same cultural group

PO 2. Compare and contrast the characteristics of various cultural groups in similar time periods

PO 3. Compare and contrast the use of subject matter in various cultural groups on various time periods

*Grades 6–8*

PO 1. Categorize subject matter based on cultural or historical content

PO 2. Differentiate the similarities in their artwork with characteristics of cultural groups or historical periods

Standard 2AV-E4. Describe the role art plays in culture and how it reflects, records and shapes history in various times, places and traditions

*Grades 4–5*

PO 1. Explain functional and non-functional art forms

PO2. Describe traditional art forms based on culture

PO 3. State the social, economic, political, geographic or cultural implications of one's own work

*Grades 6–8*

PO 1. Categorize art images/objects for one's own social, economic, political, geographic, and /or cultural purposes

PO 2. Appraise the social, economic, political, geographic, and/or cultural purpose of one's own work

**SOCIAL STUDIES**

**Strand 1: American History**

**Concept 1: Research Skills for History**

*Grade 4*

PO 4. Describe how archaeological research adds to our understanding of the past.

*Grade 5*

PO 5. Describe how archaeological research adds to our understanding of the past.

*Grade 6*

PO 8. Describe how archaeological research adds to our understanding of the past.

**Concept 2: Early Civilizations**

*Grade 4*

PO 2. Describe the cultures and contributions of the Mogollon, Anasazi (Ancestral Pueblo), and Hohokam (i.e. location, agriculture, housing, arts, trade networks: adaptation and alteration of the environment)

*Grade 6*

PO 3. Describe the cultures of the Mogollon, Anasazi (Ancestral Pueblo), and Hohokam

- a. location, agriculture, housing, arts, and trade networks
- b. how these cultures adapted to and altered their environment.

**Strand 3: Civics/Government**

**Concept 4: Rights, Responsibilities, and Roles of Citizenship**

*Kindergarten, Grades 1 & 2 (Note: these grades are not included in this workshop, however, these standards apply to all grade levels)*

PO 1. Identify (Discuss) examples of responsible citizenship in the school setting and in stories about the past and present.

PO 2. Describe the rights and responsibilities of citizenship:

- c. why there are rules and the consequences for violating them

PO 3. Discuss (Describe) the importance of students contributing to a community (e.g. helping others, working together, cleaning up the playground).