

5 E's Lesson Plan Template

Lesson: *Iyaowapi* (Rock Writing)



Petroglyphs in Craven Canyon, Black Hills, South Dakota, USA.

Student Learning Objectives:

- To see how rock art can be symbolic of deeper concepts and meaning.
- To stimulate thought and imagination as rock art expands awareness of cultural expressions.
- To see rock art as a tool for learning about a cultural heritage of the past.

Essential Question(s):

- How can the X form in rock art hold deep meaning?
- How can I produce symbols that reflect my past?
- Why are petroglyphs considered to be magical?

Materials/Resources

Essential Vocabulary

Teacher:

Rock Art

<https://www.travelsouthdakota.com/explore-with-us/spotlights/ancient-art>

Getting started:

<https://www.sophia.org/tutorials/inspiration-in-visual-art-where-do-artists-get-the>

Who made rock art:

Double Woman

Teacher may need to modify:

<http://www.sourcememory.net/veleda/?p=350>

Google search words: South Dakota rock art

Student:

- Plaster of Paris
- Brown Paint
- Nail or Carving Tool

Who made rock art:

Native American Indian Rock Art - Petroglyphs Pictograph - YouTube



<https://www.youtube.com/watch?v=xGdn4lRqQvs>

Make your own Petroglyph

http://score.rims.k12.ca.us/score_lessons/mojave_desert/folders/projects/petroglyph1.htm

- "Picto," to paint (Latin);
- "Graph," to write (Greek);
- "Petro," rock (Latin);
- "Glyph," carved work (Greek)
- Technique
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Learning Experience

<p>Standards and Practice: OSEU 3: Culture and Language</p>	<p>Standards and Practice: South Dakota Visual Arts Standards: Visual Arts Standards Creating Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and work 6-8. VA.Cr.2.1 Responding Anchor Standard 7: K-12. Re.7: Perceive and analyze artistic work 6-8.VA.RE.7.1 Connecting Anchor Standard 10: K-12.Cn.10:Synthesize and relate knowledge and personal experiences to make art</p>
<p>Cultural Integration:</p>  <p>A thunderbird found in the eastern Black Hills is surrounded by an oval perhaps made by a woman sharpening an awl for hide working. Both were made within the last 2000 years.</p>	<p>This lesson will illustrate the importance of rock art as a tool for learning about the past.</p> <ul style="list-style-type: none"> • How can art preserve cultural identity and heritage? • How does your family/community/or society learn about the past (genealogy, old pictures, long ago stories, etc.)? • What customs can you describe that reflect your cultural background or heritage (e. g. traditional dress, kilts, coat of arms, artifacts, objects, pictures, documents, music, symbols)?
<p>I Can Statement(s): Rock art is key to understanding ancient cultures</p>	<p>I can develop ideas by brainstorming. I can answer the question: What do I want to create? I can define my intention—the ideas behind my art. I can see that some rock art holds significant information. I can see how Lakota concepts may be represented in rock art.</p>
<p>Engage: Activating Strategy/Hook:</p>  <p>“Before the pyramids were built, before the first stone was erected at Stonehenge, there were carvings in the rock.”</p>	<p>View South Dakota rock art pictures and allow students time to observe and generate questions about symbols they see and wish to share. https://www.travelsouthdakota.com/explore-with-us/spotlights/ancient-art https://history.sd.gov/museum/docs/Archaeology.pdf</p> <p>Most of the petroglyphs in South Dakota are between three thousand and five thousand years old. They were probably created by Plains Archaic people who lived in the Black Hills or northwestern South Dakota. Today no one knows what the symbols mean. Maybe the people formed them as prayers for a good hunt. Or, maybe they offered the drawings to spirits that were important to them. We do not know. Many are found in caves in the Slim Buttes region of northwestern South Dakota.</p>

Explore: Learning Experience:

Tauni yuke sni itokamna INYAN ki yuke, na Nagi tawa ki WAKAN TANKA

(Before any other Inyan was. And his spirit was Wakan Tanka.)

from Lakota creation story. Inyan means “rock” and Wakan Tanka means “The Great Mystery.”



Double Woman, Rosebud Reservation, 1890

Many Indian people believe that the spirits of the makers reside in what they have created. Therefore, rock art is living, and it has a spirit. (Canadian Geographical Education)

The Big Idea: How is Meaning created through Rock Art?

Students will use symbols to make artwork that resemble petroglyphs.

1. Take a field trip to see rock art locations in the Black Hills (Craven Canyon) or view SD rock art online.
<https://www.gutenberg.org/files/54653/54653-h/54653-h.htm> (Scroll down to see Table of Contents and South Dakota. Click on 144. This is rock art from Roberts County)
2. Help students deepen understanding by sharing their initial observations: What words might you use to describe the symbols?
3. What specific descriptions can you provide after viewing the rock art? Make sketches based on your observations.
4. Why do you think these designs were created?
5. Who do you think created the rock art?
Double Woman : <http://www.sourcememory.net/veleda/?p=350>
Spiritual Leaders <https://www.youtube.com/watch?v=xGdn4IRqQvs>
6. Follow the steps to make your own petroglyph or set of images
 - a. Mix plaster of paris to the consistency of thick pancake batter
 - b. Put a spoonful on tin foil for a “rock size” of about 4-5 inches in diameter and 1/4 to 1/2 inches thick. (Use less or more plaster of paris if desired) Let it dry overnight.
 - c. Paint or dip each “round” into very thick brown paint to cover both sides. Dry in the sun if possible.
 - d. Use something hard like a large nail to carve on the smoothest side of your plaster. Carve your *symbol story* using your nail to cut through the brown paint and into the still rather soft plaster of paris.
 - e. Let it dry completely.

Here’s what your finished petroglyph could look like.



- f. Optional: A group of students will prepare a long rectangular piece of plaster and replicate their symbols on the slab to create a petroglyph panel.

<p>Explain: Learning Experiences</p> <p>“The <i>Tunkan</i>, the Dakotas say, is the [stone spirit] that dwells in stones or rocks, and is the oldest deity. If asked why it is considered the oldest, they will tell you because it is the hardest.”</p> <p>Mr. J. W. Lynd, Pg. 168, MN Historical Collections, Part 1.</p>	<p>Use SD petroglyph photograph on pg. 47 https://history.sd.gov/museum/docs/Archaeology.pdf</p> <ul style="list-style-type: none"> • What ideas are reflected in your sketches from section <i>Explore: Learning Experience</i>, No. 3 above? • How does your symbol (or symbols) help observers get your message? What clues do you provide for your observers <i>to get</i> the idea? • What title would you give your rock art? What comments would you like to hear from your peers when they observe your art? • What different ideas do you have about your rock art now? 	
<p>Elaborate: Extending & Defining</p> <p>Petroglyphs Bring Lakota Origins To Life http://listen.sdpb.org/post/petroglyphs-bring-lakota-origins-life</p>	<p>Why do some people refer to this art form as petroglyphs and others call it rock art?</p> <p>Concept of Definition/Word Map—Teacher will introduce vocabulary related to rock art. Students will make a “mini poster” that demonstrates: 1) what the term is (definition), 2) what it’s like (properties, qualities), 3) and give examples of the word. Then, students will hang the word posters on a “clothes line” in the room. For examples of the process: http://www.readingquest.org/strat/cdmap.html 5-3-1</p> <p>Student think: How can I gain and retain my own cultural ideas and what teachings are significant enough to preserve for the future?</p>	
<p>Evaluate: Summarizing Strategy</p>	<p>Quick Talk Activity— Establish a specified time frame (1-2 min., perhaps using a timer to signal when time is up). Then, tell students to engage in “quick talk” to summarize their thinking/learning at various intervals in the lesson. (Could also use: Student A talks for __ time, Student B talks for __ time.)</p>	
<p>Differentiation Strategies</p>		
<p>Extension</p>	<p>Intervention</p>	<p>Language Development</p>
<p>How to Make a Petroglyph https://www.youtube.com/watch?v=NDT2IQcLZ8k Ben Woodruff demonstrates how to make “real” rock art</p>	<p>Student may look at rock art from different countries to see rock art symbols for more ideas, inspiration, and sharing with the class https://www.gutenberg.org/files/54653/54653-h/54653-h.htm</p>	

Assessment(s)	
Formative	Summative
<p>3-2-1 Three points to remember, two things you liked, one question you still have.</p> <p>Grade Themselves— an in-progress grade, then explain why their work is earning that grade. Give explicit standards and relevant vocab to use in their explanation.</p>	<p>Teacher and Student-made Rubric with attention to any of the following for Process and Product such as: execution, craftsmanship, technique (no major damage due to improper technique) detail adds to realism; idea, creativity, substance, clarity, looks like the sketch, etc.</p>
<p>Teacher Reflection: (Next steps?)</p> <p>What improvements can I make to the lesson, activity, content, concept, or understanding?</p>	