

IMAGES FROM THE PAST

A LESSON PLAN

Written by Meghan J. Dudley
for the Oklahoma Public Archaeology Network

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IMAGES FROM THE PAST

A LESSON PLAN

LESSON SNAPSHOT

Lesson Understanding

By making observations of images from the past (i.e., ancient art) and learning about a community's knowledge of that image, we can learn what was important to people in the past and today.

Essential Question

What can we learn about people in the past from ancient art?

What Participants Will Learn:

How imagery (or art) made in the past can help us understand what was important to people in the past.

That preserving these images is important for living communities today.

What Participants Will Do:

Create a group art panel by drawing a picture of something important to the individual.

Practice critical thinking to analyze a classmate's image.

Assessment

Learners will interpret classmate's images and discuss importance of preserving rock images.

Lesson Duration

45-50 minutes

Lesson Group Size

15-30 students

Instructor Preparation

Lesson Materials

Instructor Materials:

- OKPAN's "Ancient Images" PowerPoint or other presentation material to introduce students to archaeology and ancient art

Materials for Each Student:

- "Archaeological Report on Art" Worksheet (pages 6-7)
- Writing utensil

Materials for a Group of Students:

- Crayons or other coloring utensils
- Butcher paper cut into a panel of 2-3 ft by 6 ft
 - Alternatives:
 - White board (rotate through groups)
 - Paper adhered to a wall (tape or magnets)
 - Come up with another option? Let us know at okarchaeology@gmail.com and we will add it to our list! 😊
- Masking tape or other appropriate adhesives for the floor or wall, if using butcher paper

Instructor Preparation

1. Determine how many students will be in the classroom on the day of the lesson. From that number, decide how many students you want to have in each group
2. For each group of students, prepare the following:
 - a. Gather crayons or other coloring utensils for the group.
 - b. Cut a panel of butcher paper roughly 2-3 ft by 5-6 ft, depending on the space available. Alternatively, you can use a white board and markers and let groups rotate on the board; give each student a piece of paper and a coloring utensil; or other ideas that allow students to draw and then display their art together as a group.
 - c. If you use butcher paper, use masking tape or other appropriate adhesive to secure the butcher paper panel to the floor or wall.
 - d. You can also have students work on a smaller piece of paper at their desks
3. For each student, create a copy of the "Archaeological Report on Art" worksheet to complete for the assessment.
4. Prepare the "Ancient Images" PowerPoint or other presentation material for the lesson. You may edit the OKPAN template, "Ancient Art," or create your own!

Teaching the Lesson

Required Vocabulary

Archaeology: the study of a community's heritage through artifacts they left behind, the places they lived, and a community's own knowledge of their past and culture

Archaeological site: a place where people lived or worked in the past

Art: a picture made by a person to represent an idea they had or have; we often explain art through our culture

Warm-Up Discussion

1. Ask the students: what is archaeology? What do archaeologists study?
 - If you are using the "Ancient Art" PowerPoint, display Slide 3/4.
 - Note: Be prepared to address misconceptions about archaeology, particularly that archaeologists excavate dinosaurs!
2. Ask the class: what is an archaeological site? Where can you find archaeological sites? Inform students that archaeology is everywhere – wherever people have lived. Tell students that even their classroom could become an archaeological site one day in the future!

Learning New Information

1. Inform students: archaeologists study every aspect of people's lives in the past. That includes ancient art!
 - If you are using the "Ancient Art" PowerPoint, display Slide 5.
2. Discuss with the class: what is art? Have you made art? Why did you make it? Why is art important to us as humans?
 - Answers will vary but should include the following: that art allows us to express ideas and things that are important to us.
3. Tell students: art is important to us, just like it was to people who came before us. And we can learn about people and what was important to them by looking at the images they made and talking to living members of their community.
4. Ask students:
 - What do you think that image is?
 - Why do you think someone drew this?
 - How could you find out why someone drew this? (Answers will vary, but should include asking the people whose ancestors drew the image.)
5. Tell students: An important part of studying ancient art is talking to the people whose ancestors made the image. Without it, we lose important information.

Assessment

1. Inform students: Now we are going to create art and study it like archaeologists do! If you are using the "Ancient Art" PowerPoint, display Slide 8.
2. Divide students into groups of 10 and instruct them to sit around their butcher paper panel. Explain to students that this paper will be like a rock wall that people in the past in Montana drew on.

3. Instruct students: Without telling anyone, choose something that's important and draw it. (Ideas include: your favorite toy, family members, your home, your favorite place, your favorite food, etc.)
 - If you are connecting this lesson to other time periods, consider creating a similar art activity but use artistic options that were available to people from those time periods
4. Tell students they will have 10-15 minutes to draw their image on the butcher paper-rock panel.
5. After 10-15 minutes, pass out the "Archaeological Report on Art" worksheet to each student. Explain to students that they will now complete an archaeological report about the art of their classmates, similar to how an archaeologist would study an ancient art image.
6. Pair students with a classmate from a different group from their panel group. Instruct them to complete the worksheet based on their classmate's image.

Reflecting on New Information

1. Invite students to share their report with the class, like archaeologists do. Ask them to explain what they thought the image was; what their classmate said it was; and why it was important to them.
2. Ask students: we all drew something that was important to us, right? How would you feel if someone from a different class came in and drew all over your important image? Why do you think it is important to preserve ancient art?

Name: _____

Date: _____



Archaeological Report on Art

Looking at the Image like an Archaeologist

1. Select a classmate's image for your report from another group. Draw or make observations of the image in the space below.

2. In one to two sentences, explain what you think this image is and why it might be important to your classmate.

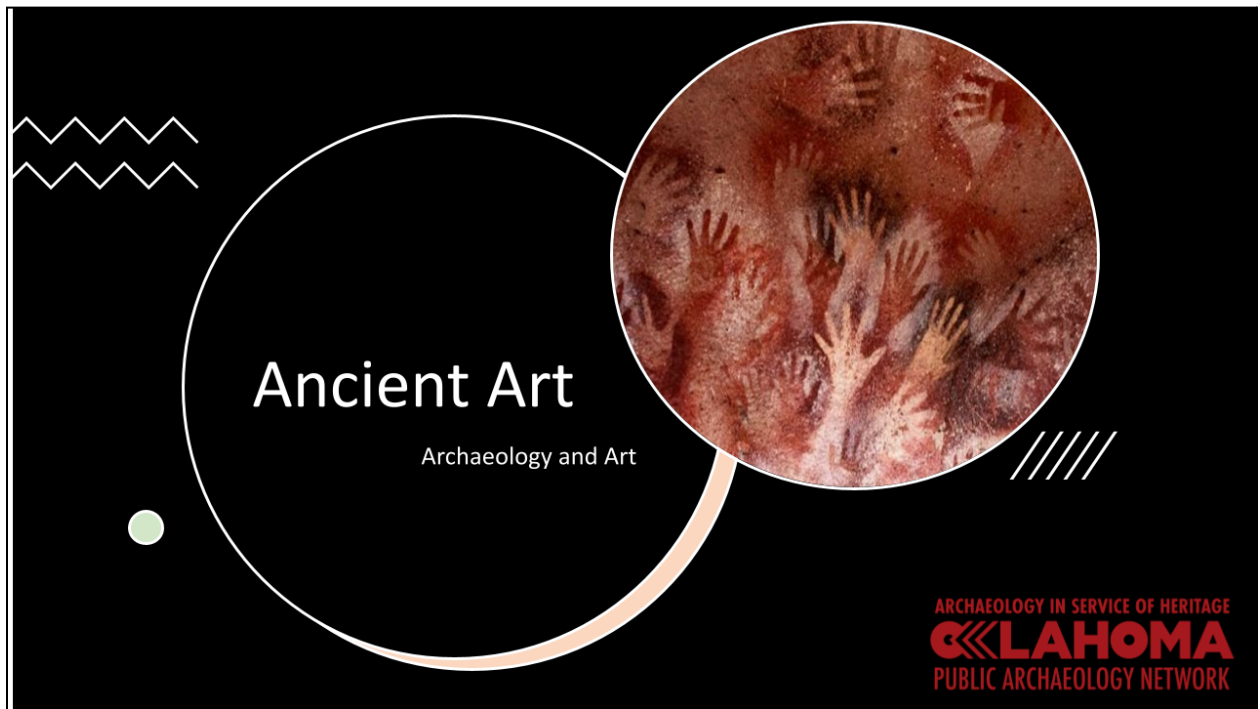
3. List the evidence from the image that supports your answer.

Talking to the Person Who Made It

4. Now, ask your classmate what they drew, and write their answer in the space below. Why is this image important to them?

5. Were you right? If so, why do you think you were correct – without saying whether the image is good or bad? If you are not right, why do you think you were wrong – without saying if the image was good or bad? (Hint: What reasons did you give in 3.)?

Appendix A: Example of “Ancient Art” PowerPoint



Lesson Overview

- Lesson Understanding
 - By making observations of ancient art and learning about a community's knowledge of that image, we can learn what ideas and values were important to people in the past and today.
- Essential Question
 - What can we learn about people in the past from ancient art?



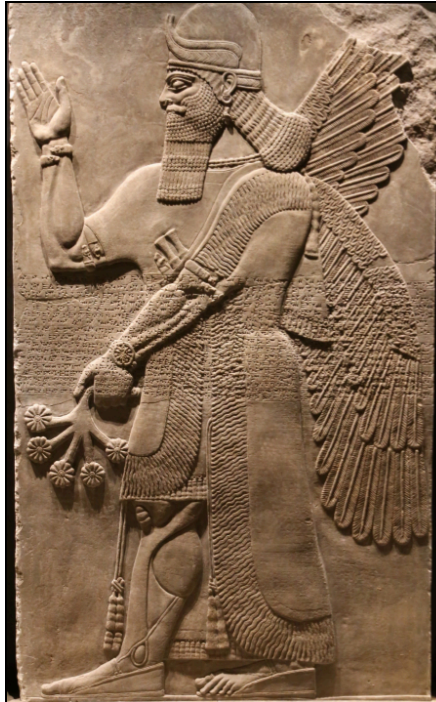
What is
archaeology?



What do archaeologists do?

The study of past
peoples and their
material belongings and
lives

We do research to learn about
the past through these
belongings!



One of the things we learn about is ancient art!

What is art?

Why is art important?



Why is art important?

It helps us connect to people in the past!



Let's Make Our Own Art!



Pick something that is really important to you.



Draw it – using markers, crayons, or color pencils BUT no words!



We will share our art with the group!

Why is your art important to you?
What can we learn about you
from the images you drew?
How would you feel if someone
wrote over it?

Why should we protect
ancient art?



Additional Resources from OKPAN

- Free lesson plans, like this one, are in development. Stay tuned!
 - Contact us!
 - Kaylyn Moore (Director of Operations)
 - kaylyn.l.moore@ou.edu
 - okarchaeology@gmail.com
 - Thank you! 😊
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Appendix B: Want More Archaeology Lessons?

Do you live in Oklahoma and need more ideas for public archaeology events? Look no further! There are several different resources available for you!

Oklahoma Public Archaeology Network (okpan.org)



The Oklahoma Public Archaeology Network, or OKPAN, is a program of the University of Oklahoma devoted to educating the public about Oklahoma's past and archaeology in general. OKPAN's education division offers a "request an archaeologist" program for those wishing to have an archaeologist visit their classroom. Classroom visits are highly flexible to suit your needs and include activities with real artifacts, as well as lesson plans inspired by organizations like Project Archaeology and the Smithsonian. OKPAN archaeologists are willing to collaborate with you to create the best experience for your classroom. OKPAN also offers free lesson plans and other resources for your own use, serving as your connection to archaeology education resources at large.

Oklahoma Archeological Survey (ou.edu/archsurvey)



The Oklahoma Archeological Survey in Norman is a center of archaeological research and outreach in the state of Oklahoma. For years, Survey archaeologists have engaged in numerous types of public outreach and education initiatives. For classroom visits, an option is to take advantage of the Surveys' artifact kits with associated lesson plan to provide students with an interactive, hands-on experience in archaeology. Survey archaeologists are highly knowledgeable in Oklahoma archaeology and are always willing to bring their expertise to the classroom using fun and informative activities.

Oklahoma History Center (okhistory.org/historycenter)



The Oklahoma History Center in Oklahoma City offers a wealth of resources to educators for teaching history. While not focused on archaeological methods and principles, the resources offered by the History Center include a variety of ways to teach students about the state's history. Their website offers plenty of activities for multiple grade levels and resource guides that link with Oklahoma's educational standards. The Oklahoma History Center also loans teaching trunks complete with curriculum guides/lesson plans and objects for hands-on activities.