

Cave Art: Documenting and Advocating for Maine's Endangered Animals



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Grade: 5

Time Span: 4, 40 minute sessions

Essential Question: How can art communicate?

Provoking Questions:

How do you know what the sign is telling you when there are no words?

What does it mean to document?

Why is documentation important?

How can we document what we know and see today?

What does preserve mean?

What does art preserve?

Can art be a preservation tool?

Do you think people drew animals 40,000 years ago?

What do you think they used to draw on? And to draw with?

What are they trying to tell us with these pictures of animals?

What does extinction mean?

Do you think all the animals that were drawn on the cave walls are still alive?

What do you think made them disappear?

What does it mean to advocate?

How can art be a tool to promote or advocate for something?

What does endangered mean?

Do you think there are endangered animals in Maine?

Objectives:

-The learner will explain purposes for making art in the Paleolithic era and what was being communicated through the cave artists' pictographs.

-The learner will use a variety of media, techniques, and processes including Earth tone oil pastels and tempera paint to create original art works.

-The learner will create a pictograph and write to communicate to viewers about Maine's endangered animals and what conservation efforts can be done to save this animal from extinction.

Materials:

Computers/Printer	Pencil, erasers	Brown kraft paper	Paintbrushes	Manilla paper
White chalk	Earth tone oil pastels	Earth tone powder tempera paints	Spray bottles, 5	Plastic containers

Vocabulary: Preserve, promote, endangered, extinct, species, habitat, conservation, document, Paleolithic, cave art, pictograph, line, movement, color, stencil, proportionate.

Direct Instruction: Day One

1. Students will come in and gather around. The teacher will use an overhead projector to show images of a traffic light, student crossing sign, men/women's bathroom sign, and moose sign. The students will explain what the signs mean and the teacher will ask, "How do you know what the sign is telling you when there are no words?" Conversation about how art communicates will ensue.

The teacher will ask, "What does it mean to document? Why is documentation important? How can we document what we know and see today? What does preserve mean? What does art preserve? Can art be a preservation tool? Do you think people drew animals 40,000 years ago? What do you think they used to draw on? And to draw with?" This discussion will yield itself to the teacher introducing student to Paleolithic cave art. The students will see a slideshow that introduces them to pictographs of various animals and a virtual tour inside the Lascaux cave. "What are they trying to tell us with these pictures of animals?"

2.The teacher will ask, “What does extinction mean? Do you think all the animals that were drawn on the cave walls are still alive? What do you think made them disappear?”

3.Then, “What does endangered mean? Do you think there are endangered animals in Maine?”

4.“What does advocate mean? How can art be a tool to advocate for something?” The teacher will explain that they will research Maine endangered animals and become cave kids that will document the animal through their drawings/pictographs. This will preserve the animal’s existence with their drawings and promote awareness of the danger this animal is in if humans don’t change their ways. Students will research conservation efforts and write about what we can do to help remove these animals from the endangered species list for good.

5.Students will go to a computer lab and receive printed directions:

Directions:

- Go to this website:http://www.maine.gov/ifw/wildlife/endangered/listed_species_me.htm or search for Maine’s endangered species list.
- Choose an animal that interests you from the list.
- Copy and paste the animal’s name into Google Search and
 - Find an image to print,
 - Information on that animal,including its habitat, and
 - Why is this animal on the endangered species list.

You will use this image as a visual reference when drawing your animal and the information to write about it later.

6.Students will put their name on their papers and the teacher will collect the printed images and information.

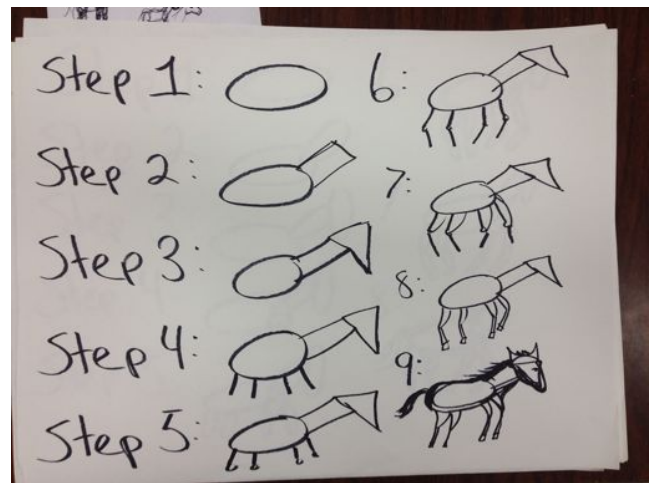
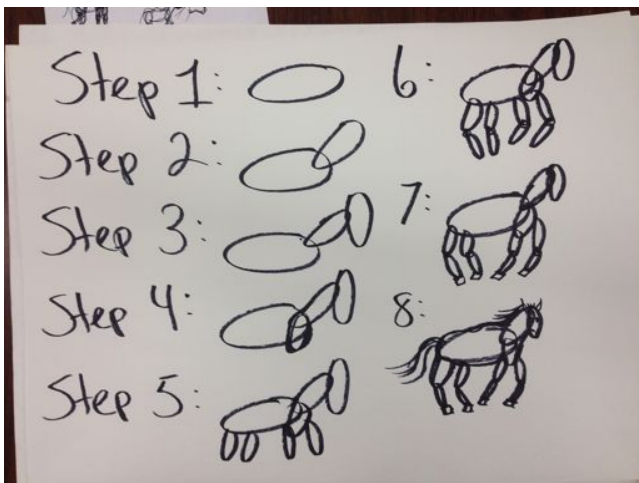
Direct Instruction: Day Two

1.Students will come in and take their animal images out of their class box. Depending on the classroom’s tables, they will find the tables turned on their side to assimilate drawing on cave walls or right side up, which will still create a collaborative learning environment.





2. They will find at their seat large manilla paper and white chalk. The teacher will do a demonstration on how to break up animals into simple shapes and to how to keep the animal proportionate. Two visual examples that demonstrate different approaches to breaking down the animal form will be hung for students to use.



3. After practicing, students will crinkle the large layer of brown kraft paper that the teacher will pass out. Then, they will take white chalk, which will represent calcite, and scumble with it on its side. It will get stuck in the white wrinkles the students made and emphasize wear and weathered rock, just like a cave wall. Then, they will draw their animals as large as they can in chalk on paper.



Direct Instruction: Day Three

1. Students will find their sketched animal and visual reference. The teacher will have a board made up of various pictographs and ask the class, “What do you notice about their color choices?”



Do you think they had an art store and could go buy hot pink or neon green?” She will explain the grinding of a stone down to pigment method to procure powder that will become paint. She will grind chalk into powder to show as an example.



2. Students will have the opportunity to mix their own pigment. Each student will have a container and will measure out one part of powder tempera paint to one part water using a plastic spoon. They will mix with a paintbrush until they reach a mildly thick consistency. Teacher will demonstrate this first, then students will try.

3. Then, students will find their sketches and begin to color in their animals. Students have a choice to use paint or oil pastels, or both.

4. Students will be reminded to include their animal's habitat and that their pictographs will be completed at the end of class.

5. When students are finished with their pictographs, they may spray their hands against the paper or trace their hand on a paper, cut it out, and spray the hand stencil. This is the mark of the artist that students saw during the slideshow.





Clean Up: All materials need to be put back at the materials table. Their drawings need to be brought to a safe place: either the hall or hanging on the wall and/or can be left on tables. Students will ensure there is no paint on the floor or tables and will wash their hands before they leave.

Direct Instruction: Day Four

1. Students will meet down at the computer lab to research conservation efforts. They will be given a sheet to fill in.

Name:

Cave Art: Endangered Animals

Directions: Use your previous printouts of information or Google search about your animal. You will need to research conservation efforts that can protect your animal and write what you find below.

1. What endangered Maine animal did you choose and why?
2. Where does your animal live?
3. What caused your animal to be endangered?

4. Through what kind of conservation efforts can help remove this animal from the endangered species list?
5. How is this animal important to you and the world?
6. What was the purpose for Paleolithic cave artist to paint animals on the cave walls? How is our purpose similar to theirs?

2. Students will hand their sheets into the teacher and the class will walk down to the art room. Students will help hang the “cave walls”. Some students will tape and others will put up the paper.

3. Students and the teacher will discuss what was most difficult about this project and what they found was the most interesting part of the project. “How do you think your paintings will help advocate for these animals?”

4. After, the teacher will assess the student write ups and hang them underneath the corresponding student work.

Modifications: Teacher will differentiate lesson by determining source of problems for students who can't acquire techniques and then remediate. Remediations can include wrapping the chalk in paper, wearing gloves, forgoing the chalk, larger paintbrushes, working at a desk or individually, verbal and written instructions, typing for the student, working one-on-one with the teacher, and/or shortening or expanding the allotted time for working.

Assessment:

-Embedded in discussion, the teacher will assess if students are understanding the purpose of cave art as symbols of communication using beginning and closing conversations.

-Formative: the teacher will use their sketches to assess their understanding of scale, portion and breaking the animal into simple forms.

-Summative: the teacher will use their final painting to look for proportion in the animal, a enlarged version of their printout, and that they used a variety of Earth tone oil pastels and tempera paint to create original art works.

-Summative: The teacher will assess the write up sheet and see if the student answered questions thoughtfully and completely and their understanding on the purpose for Paleolithic cave artist to paint animals on the cave wall and how is our purpose similar to theirs.

Maine Learning Results:

A1 Artist's Purpose - Students explain purposes for making art in different times and places, and the relationship to cultural traditions, personal expression, and communication of beliefs.

B1 Media Skills - Students use a variety of media, tools, techniques, and processes to create original art works.

E2 The Arts and Other Disciplines - Students explain that the visual/performing arts help people understand history and/or world cultures.

Instructional Resources:

Chauvet-Pont-d'Arc

<http://smarthistory.khanacademy.org/origins.html>

Cueva de las Manos (Spanish for Cave of the Hands)

http://en.wikipedia.org/wiki/Cave_painting#mediaviewer/File:SantaCruz-CuevaManos-P2210651b.jpg

Australian Hands

<http://www.bradshawfoundation.com/hands/>

A horse from Lascaux

<http://evoanth.wordpress.com/2013/07/23/why-did-prehistoric-people-make-cave-art/>

Speckled Hoarse

<http://phys.org/news/2013-10-archeologist-paleolithic-cave-art-women.html>

Bull from Lascaux

<http://beforeitsnews.com/science-and-technology/2014/01/french-archaeologists-may-be-on-the-verge-of-discovering-second-lascaux-cave-2-2665856.html>

Man being knocked down by a bison

<http://www.summerofjim.com/?p=259>

https://docs.google.com/a/meca.edu/presentation/d/120XUQc1tq5H8mSwBsRk3xf9JB2M_g-u9BCWlusUIhqE/edit -My PowerPoint

Technology:

Macbook Pro computer.

LCD Projector to project the slideshow on the whiteboard.

Wireless internet for Google Slide sharing.

Adaptor/dongle for Mac to LCD