

PETROGLYPHS

Grade Level: 3rd Grade
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Fine Arts Standards	<ol style="list-style-type: none"> 1. Combine geometric and organic lines 2. Recognize line in art history 3. Repeat shapes making patterns 4. Contribute to group projects and discussions 5. Draw line designs 6. Unify art by repeating elements (line, shape, color)
Curricular Standards	<ol style="list-style-type: none"> 7. Develop language through listening and speaking. 8. Forces that shape culture and community

Learning Goals: The student will . . .

Curriculum Tie-In

<p><i>Experience/Identify</i></p> <ol style="list-style-type: none"> 1. View and discuss the petroglyphs from Parowan Gap. 	<ol style="list-style-type: none"> 1. Oral Language and understanding local culture
<p><i>Investigate/Build Skills</i></p> <ol style="list-style-type: none"> 1. Use a planner to create preliminary sketches 2. Use lines and shapes to create a design with meaning. 3. Use paint to mimic natural surfaces. 	<ol style="list-style-type: none"> 1. Prewriting and organization strategies

Introduction Procedures

<ol style="list-style-type: none"> 1. Show images of the Parowan Gap petroglyphs. Ask students to point out features that they see in the rocks. Discuss the brief history of Parowan Gap and some of the theories about petroglyph meanings. Explain how Native Americans created the glyphs by carving into the rock.
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Work Procedures

<p><i>Creating, Exploration, Improvisation, Demonstration</i></p> <ol style="list-style-type: none"> 1. Explain that we are going to create our own petroglyphs. We want our petroglyphs to represent a special day, just like some people believe the Parowan Gap petroglyphs do. Introduce the Petroglyph Planners. Tell each child to think of one very special day (Christmas, birthday, etc.) and write it in the top corner of the paper. This date will give us the numbers to design our petroglyphs. For example, March

22 would be written 3/22. To make a petroglyphs with this date, you would have three of one feature, and 22 of another feature. You could make three circles with 22 short lines radiating from the largest circle. Or you could make three vertical lines and 22 small circles. Work through a date with the students on the board. Draw four different ideas using the same date. Emphasize that the glyphs at Parowan Gap are mostly non-representational. No one should draw a recognizable symbol, like a smiley face, a heart, or a flower.

2. Once students understand the process, they should create four petroglyph designs on their planners. Then pass out dark colored markers. Talk about line quality with your students and show them how to trace over their lines with markers to make them thick or thin. Ask them to look at their designs and decide which lines should be thick and which ones to be thin, then trace over them all with the markers, varying the line quality.

Day 2

1. Pass out the sheetrock squares. If you didn't peel the paper yourself, explain how to do it. Soak the paper for a minute or two with a damp cloth, then peel off as much as you can. Rub the remaining bits of paper and peel more when an edge comes loose, until it is totally peeled. A few pieces of remaining paper adds to the rock-like look.
2. Next have students draw their favorite of their designs onto the chalky surface, using a pencil.
3. Now go outside onto grass if you can and show students how to use the nails to scratch away at the plaster to carve out their lines. Keep a bowl with water and rags available. Students should wipe off their surfaces often and keep them wet. This reduces chalky dust, and the wetness makes carving easier.
4. Remind students to make some lines thick and some lines thinner.
5. While students are working, task them to imagine the ancient people who create the petroglyphs at Parowan Gap. Ask them to imagine how it must have been to carve away at real mountains, standing up. Discuss how important their carvings must have been to them and how much work and time it would take to make them.

Day 3

1. Students can now paint their petroglyphs. Have them start by painting into their lines with a sandstone colored paint. They should wipe out any excess paint to speed up the drying time.
2. Once the first coat is dry, they should paint the entire front and sides of the sheetrock tile in brown paint. While the brown is still wet, let the students blend in black paint to make the surface look like rock. They shouldn't color in sections of their designs with the black. Instead they should just mottle the surface a little, mimicking natural stone.

Closure Procedures

Assessment: Rubric or Questions

Connect, Perceive and Assess

1. If possible, take your students on a field trip to Parowan Gap after they make their own petroglyphs. The designs that they see will be

1. Did students use lines and shapes to create a design?
2. Did students mimic the look of natural stone with

<p>more meaningful to them then.</p> <ol style="list-style-type: none"> 2. Ask students to write a brief description of the day that they chose to represent in this project, and why it is an important day. 3. To hang the tiles on a bulletin board, use straight pins. Push the pins into the board, then bend them over to act as a bracket to hold up the tiles. Use two pins along the bottom edge of each tile and one or two at the top. 	<p>their paint?</p> <ol style="list-style-type: none"> 3. Did students follow all instructions in carving and painting their petroglyphs? 4. Did students create some thick and some thin lines?
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Instructor Reflection

Supplies and Resources

<p>Suggestions:</p> <p>What went well:</p> <p>What needs improvement:</p>	<ol style="list-style-type: none"> 1. Petroglyph images 2. Petroglyph planner 3. 6" squares of sheetrock with the paper peeled off of one side (one per student) 4. long nails (one per student) 5. sandstone, brown and black colored paints 6. pencils
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References

<ol style="list-style-type: none"> 1. http://www.utah.com/playgrounds/parowan_gap.htm 2. http://www.parowan.org/city/pgap/
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“Several centuries ago Native Americans traveling through the area stopped and pecked designs onto the smooth faces of large boulders found on the east side of the gap. Over the years many of the boulders have been covered with these chiseled figures known as petroglyphs.

The petroglyphs here are thought to be the work of several cultural groups and represent a long period of use by Native cultures.

What these designs mean is still unknown. Archaeologists debate that they represent concepts, ideas or actual happenings. Perhaps they were part of a religious activity or

hunting ritual. The local Native Americans consider them to be an important part of their cultural history relating stories of their ancestor's lifeways.”

“What was the meaning of these inscriptions and why are there so many at this location? Some believe that these glyphs are meaningless doodling. But a little observation tells us that this must be far beyond graffiti. As one Indian told the author, "a person doesn't work for hours and days deeply inscribing figures in solid rock just to doodle." Many glyphs here are deeply incised in the rock face, planned with geometric precision, and inscribed with great skill.

Counts are frequently contained within a glyph by repeated elements. This is probably the most prevalent characteristic of the inscriptions at the Parowan Gap. At other glyphic sites most figures have human or animal forms. However the typical glyph here is a geometric form with some repetitive element incorporated. In some glyphs there is no real figure at all, only the repetition of dots or lines. These indicate number where one mark on the rock represents one of something else: a day, a month, or a year. When these marks are counted they tell of a very observant and insightful people.”

SPECIAL DATE

VISUAL ART LESSON PLAN

____ / ____

PETROGLYPH PLANNER

