

Lesson #3
Art: Clues to the Past

Learning Targets:	
Understandings/Prior Knowledge: Ancient Civilizations Types of ancient tools Art Mediums (sculpture, painting, woodworking)	Essential Question(s): How does art help us understand history?

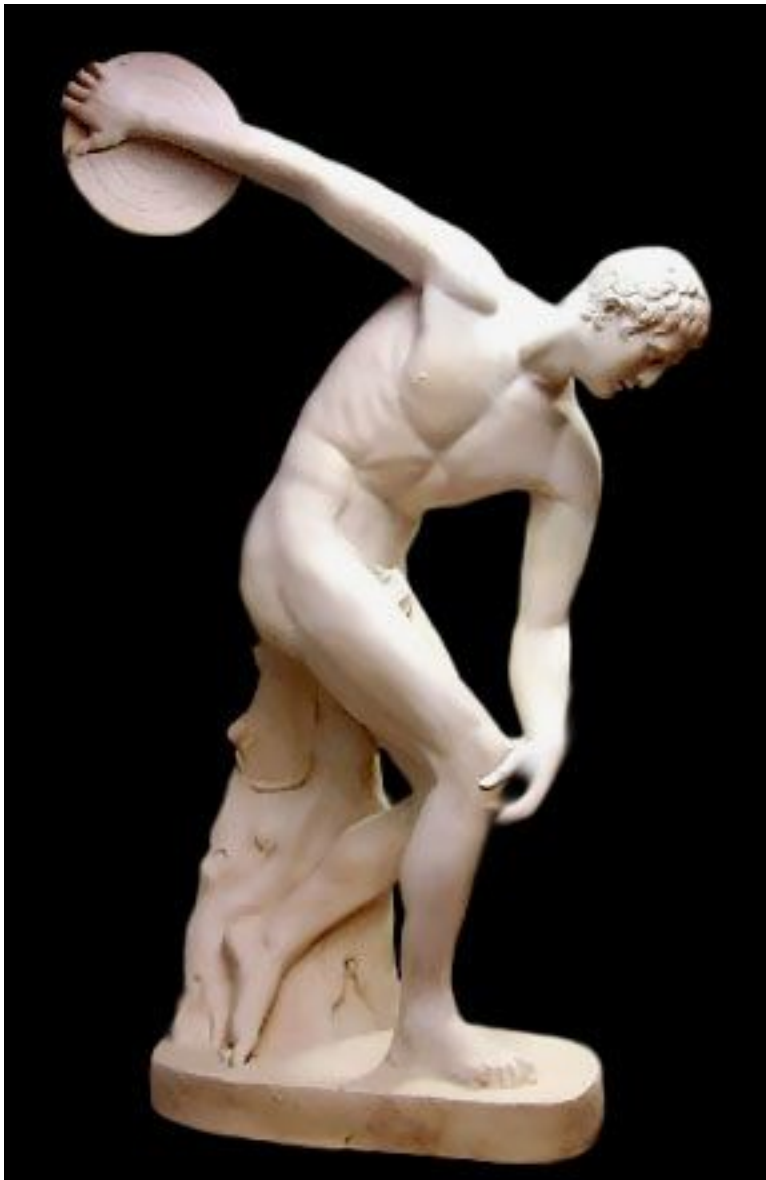
Key Understanding	Standards Addressed:
	6-8.RH.2
	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions
	SS.6.2.2
	Explain the past on its own terms; not judging it solely by present-day norms and values
	HA Connection:
	Strengthened Sense of Aloha (Communicate effectively to diverse audiences) Strengthened Sense of Hawai'i (Compare and contrast different points of view, cultures and their contributions.)

Set-up	Classroom Set-Up:
	Students can work individually at a desk
	Materials and Equipment Needed: Writing tools Projector

Product	RUBRIC:		
	Well Below	Approaches	Meets
	<ul style="list-style-type: none"> ● Student is well below grade level conventions for writing ● Students written 	<ul style="list-style-type: none"> ● Student approaches grade level conventions for writing ● Students written 	<ul style="list-style-type: none"> ● Student meets grade level conventions for writing ● Students written

	<p>response is incomplete (ex: wood, bird, indians)</p>	<p>response alludes to but does not include a reference to the primary source (ex: They had woodworking tools)</p>	<p>response uses the primary source as evidence to support their response (ex: the totem pole is carved from wood. This means that the people of the first nation had woodworking tools.)</p>
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<p>Lesson Flow</p>	<p>Mins</p>	<p>Procedure:</p>
	<p>15</p>	<p>Open the class with the following essential question:</p> <p>How does art help us understand History?</p> <p>Have students either brainstorm in notebooks, share with a neighbor or share with the class.</p> <p>Project the following picture for the class</p>



Ask students the following questions and have them answer in their notebook.

“By looking at this sculpture, what inferences can we make about the person who made this, about their culture, and about what important back then?”

Other guiding questions might be

- What is this figure holding and why?
- What type of tools are needed to create this?

Have students share out. Chart down and model a correct written response

15

Give student handout. Explain to students that they will now be doing the same activity on their own. Students can work individually for 10 minutes and then as neighbors for the last 5 minutes.

	15	<p>Closing: Go over each work of art and chart down correct student responses.</p> <p>Ask students the following question. Students can either enter this in their journal/notebook or verbally respond by raising their hand.</p> <p>When students 100 years from now see the mural at your school, what inferences could they make about the people who painted it?</p>

Name: _____ Date: _____ Period: _____




Essential Question:

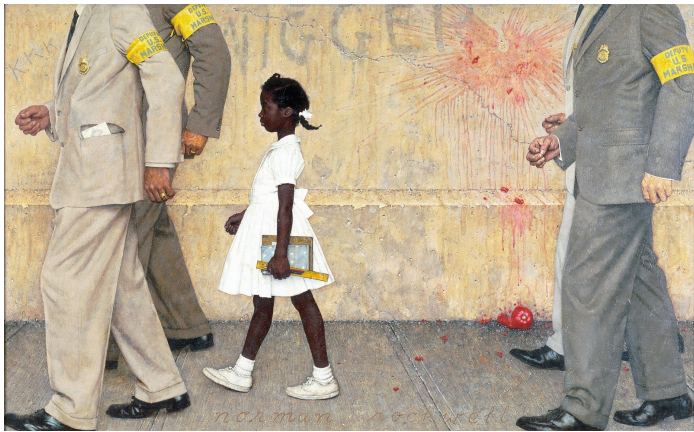
How does art help us understand History?

Historians often rely on primary sources such as art to explain things about the past. By looking at works of art such as pottery, engravings, and paintings, Historians can learn a lot.

Look at the works of art below, what can you learn from studying them? Below are some possible questions to ask while observing.

- What kind of tools/technology did they have to create this art?
- What materials did they have?
- What Gods or Deities did they worship?
- What did they eat?
- How did they travel?

Work of Art	What can inferences can you make?
 An ancient Egyptian wall painting depicting a family performing a ritual. On the left, a woman in a yellow dress offers a lotus flower to a seated male deity. In the center, a man in a white kilt offers a lotus flower to a seated female deity. To the right, another woman offers a lotus flower to a seated deity. The background is filled with hieroglyphs. A tall, thin structure, possibly a stela or a part of a temple, is visible on the right.	
 A Roman relief sculpture depicting a chariot race. Four chariots are shown in profile, moving from left to right. Each chariot is pulled by a team of horses and has a driver. The horses are depicted in various stages of galloping, conveying a sense of motion and speed. The background is a plain, light-colored stone.	
 A colorful totem pole standing outdoors. The pole is decorated with various figures and symbols, including a large bird with outstretched wings at the top. The colors are vibrant, including red, yellow, black, and white. The background consists of lush green trees.	



When students 100 years from now see the mural at your school, what inferences could they make about the people who painted it?

	<p>How will you check for understanding during instruction and how will you know if learning targets are met? Component 1F → 3D</p>
Ref lec tio n	<p>The Teacher can circulate around the room during individual work time and check in with students.</p> <p>During student share out the teacher can call on students and clear up any misconceptions</p>