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This lesson was created by a teacher participating in the Eisenhower Professional Development Project/Elementary and Secondary Education Act Title II grant entitled *Using Archaeology as an Integrated Gateway to Teacher Professional Development*.

Title: Before It Was Wisconsin-Rock Art

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Saukville Elementary is an open concept school. That means we have all three classes in one large room without doors or walls. Each of the Fourth Grade teachers has the responsibility for teaching a Social Studies unit. "Before It Was Wisconsin" is one of my units. I have all three classes in one big classroom. Fifty-seven students are attending the Social Studies lesson at the same time. This unit covers Wisconsin from the time of being ocean-covered to the arrival of the French.

The rock art will be covered in the historic context of early Wisconsin. The Fourth Grade covers the different early peoples of Wisconsin. Students are interested in how knowledge of these early people came to light. Rock art is one of the ways that question can be answered.

The students will go to Art separately. Each of the classes has Art for an hour once a week. This rock art lesson will cover almost four Art class periods for each of those classes. The Art teacher has three groups of 19 students each. Mrs. Leece (Art teacher) will use the first class period (first lesson period) to have the students take clay and roll it out so that it will be ready to fire in the kiln. Each rolled out piece needs to have two holes poked into the top for the leather pieces to be strung through. White Art 25 from Sax's was the clay used as it is moist. The clay should be rolled to about 1/4 inch thickness on burlap. The clay should be air dried for about three days. After three days load and fire in the kiln. The clay will turn white after being fired.

The next week (second lesson period) in Art, I will introduce the rock art with handouts and an explanation of the important terms that will be needed to understand the rock art material. The second part of this class period will be spent outside in the Nature Center collecting materials that

would make good color materials-berries, leaves, and stems. Boiling the berries is another way to have more substances to use.

Saukville Elementary has a Nature Center in the back of the school building. So the students will be instructed to bring their coats with them to Art. Mrs. Leece will allow the students to take a scissors for cutting samples rather than a stone tool. That is one of the few times in this lesson a modern replacement tool will be used.

If there is time left in this second lesson period students will start adding color to their rock (kiln-dried clay). If there is no time the materials will be stored for the following week's class.

The third lesson period will take place the next week. The students will put on their art aprons. They will select which of the Nature Center materials that they want to use on their rock art sample. The students will select which of the Wisconsin rock art samples that they want to use as a model. During this hour the students will need to finish their sample. This will give each of the samples enough time to dry before the leather straps are added the next week. The leather straps are needed to create a hanging display to hold the rock art.

While these lessons are taking place in Art the same students will have Social Studies as one large group. This unit has two packets that the students will use as their notebooks. The first packet introduces some of the important terms such as archaeology. Once Wisconsin's ocean background and glacier time is covered it will be time to start the early peoples of Wisconsin with the Paleo-Indians. The land bridge theory is presented at the same time as the work of David Overstreet. The goal of this lesson is for the students to see that much of what we know about the past can change when more material (artifacts) are recovered.

The German scientist Wegner is introduced at this time as an example of a person who put forth a theory (1912) and was laughed at for that theory. His theory-continental drift, his problem-he was a meteorologist dealing in the field of geology. "Reaction to Wegener's theory was almost uniformly hostile, and often exceptionally harsh and scathing..." This serves as a backdrop to Overstreet's work in Kenosha County which was done in the early 1990's yet was not made public until the late 1990's. This leads the class back to the carbon dating information that was used in the previous Science unit on rocks and minerals. The need for a theory to be as accurate as possible is what the students should realize.

The Archaic and Old Copper groups are the next to be covered. Such developments as the atlatl and use of metal for tools and decoration are emphasized. That the early groups are developing new skills and

changing the amount of time that they stay in one place are major parts of these lessons.

When the Art classes get to the second lesson the students should be on the Woodland people part of the Social Studies unit. The students will have more background to the people that created much of the rock art. This would be about the seventh lesson in this Social Studies unit. This is where the rock art will be used to help answer the question of how we know about these people.

Two videos are used here both are about early Wisconsin. *Investigating Wisconsin History* goes over the early people of Wisconsin. The series starts each program with a question. The "First Peoples of Wisconsin" starts with a question about the rock art at Roche-A-Cri State Park. The program focuses on the question of how do we know about early peoples.

"This Place We Call Wisconsin" is the first of the sesquicentennial *Wisconsin Stories*. This segment has Cynthia Stiles, Robert Birmingham, and Robert Salzer talking about the rock art of Wisconsin. Students are able to hear from some of the recent leaders in rock art exploration and interpretation in Wisconsin. The spiritual side of rock art is discussed with some detail on the upper and under worlds. The video will remind students that most of Wisconsin's rock art is in the driftless area.

After the videos the students should have a better idea of why rock art was made. Discussion of why rock art was used can be started at this time. The students should have enough background after this part of the "Before It Was Wisconsin" unit and the previous Science unit on rocks and minerals.

One of the classes had problems with the clay being fired. Some of the clay exploded and cracked. This left Mrs. Leece with the problem of finding a quick substitute for this class. She decided to try sheet rock. She had problems with the sheet rock holding the color like the fired clay did. She had some of the class do designs using crayons on thick tag board. Many of the pieces look great. The pieces that used the berries (after they had been boiled) look like the image will last a long time. The berry mixture turned into a "tar" like substance that produced a very dark image.

It has been great working across subject areas. Wendy Leece has always been looking for more ways to connect with the Fourth Grade curriculum. She is a great believer in being friendly to the environment. This project worked well in both of those areas.

In the regular classroom we were able to cover the needed material and show both of the videos. The class should have enough background to explain why archaeologists use rock art in Wisconsin. Another major goal of this unit is to get away from the stereotype of prehistoric people as fur wearing, club carriers. This project introduces the complicated nature of the early people of Wisconsin. These early people are very much like the people of today with a variety of beliefs and ways of expressing those beliefs.

- Grade Level: 4 and up
- Subjects: Art, social studies
- Objectives:
1. Students should have an understanding of how archaeologists make use of all forms of artifacts including rock art to try to piece together the understanding of past cultures.
  2. The students will have made their own rock art so they will have a feel for how such pieces were made out of natural materials. This will allow each student to develop a greater understanding of how ancient peoples used nature.
- WI Standards: Art A.4.3, A.4.4, A.4.6, B.4.1, B.4.2, B.4.3, B.4.4, B.4.5, B.4.6, B.4.8, C.4.8, D.4.3, G.4.1, G.4.2, G.4.3, G.4.4, I.4.5, J.4.1, J.4.6, K.4.1  
Social Studies B.4.1, B.4.4, B.4.10, E.4.11, E.4.12, E.4.  
Science C.4.2, C.4.3, C.4.7, D.4.2, D.4.4, D.4.5, E.4.2, E.4.3
- Duration: Art has an hour long class period. In Art the students will have used three class periods. In Social Studies the "Before It Was Wisconsin" unit will cover three weeks (roughly 45 minutes each day).
- Materials:
- Enough clay that each student will have their own rock art piece.
  - Leaves, stems, and berries will come from the Saukville Nature Center. These are the materials that the students will be using for their images.
  - Leather strips to hang the finished rock art from.
  - Copies of rock art images (page 101 of *Intrigue of the Past* is a good starting point).
  - Students will be working with a packet of material in Social Studies. Early Wisconsin is the focus of the material in the packet.
- Vocabulary:
- petroglyph - an image carved or pecked into a rock face using stone tools.
  - pictoglyph - a less used general term for a petroglyph or pictograph
  - pictograph - an image that is painted or drawn on to a surface;
  - (all three) may reference a form of symbolic imagery used as a mnemonic device that is usually not phonetic but is representational
  - prehistory - before written history
  - quartzite - a fine grained extremely hard metamorphic rock (or bedrock)

-rock art - a general term for petroglyphs, pictoglyphs, pictographs, mobile art, etc.; "art" as we think of it in a modern sense may not have been the motivation for the creation of these cultural artifacts; "rock art" is the term more frequently used in Europe rather than the more North American term "petroglyph"  
-rock shelter - an overhang such as on a cliff face used as protection or shelter from the elements; often a temporary camp or permanent living area; favored because a fire in a true cave can suffocate the occupants

- Background: We will need to focus on more information about rock art in Wisconsin. There is a lot of information about rock art in the Southwest United States. We need to be careful that we try to keep to Wisconsin examples as much as possible. The one page handout from MVAC contains enough basic information that it could be used with the students.
- Setting the Stage: In Fourth Grade we are introducing early Wisconsin with a variety of materials-the Internet, CD, video, and other sources. We are looking at archaeology as a method to lay the groundwork for answering the question about how do we know these things happened. A good starting point is from the series *Investigating Wisconsin History*. This will allow the students to see some of Wisconsin's rock art.
- Procedure: I will introduce the concept of rock art to each of the art classes before they go outside to the Nature Center to select materials. We have three classes in Fourth Grade so I will do the introduction three times. Social Studies time will be used to go into more depth about early Wisconsin. The videotape of *Investigating Wisconsin History* will be shown in Social Studies.
- Closure: The students will have a finished rock art project which they will be able to explain. The types of rock art will be part of the test on this Social Studies unit.
- Evaluation: The students will have shown that they are able to meet the objectives by their test answers and their finished art project.
- Links: These lessons will link very easily to the other parts of the early Wisconsin unit. The rock art will allow the students to reflect on how early people lived and how scientists try to understand the past. This project would lead into Science especially with an understanding of carbon dating to get an age on various examples of rock art. This is a good kickoff to our coverage of Wisconsin. We will cover other areas of Wisconsin history where art and science make a difference especially culturally. I am working with the Art teacher. I am not sure how we could work with the other specialists.

References:

Websites Used or Useful

<http://www.mndsl.com/users/cbailey/GottTitle.htm>

Gottschall is a Wisconsin rock art site. This website introduces some of the important parts of rock art and archaeology.

<http://www.uwlax.edu/mvac/SpecificSites/RockArt/RockArtMain.htm>

Mississippi Valley Archaeology Center has a good background to rock art in Wisconsin. This is a very detailed look at some of the prominent rock art sites.

<http://www.tcinternet.net/users/cbailey/index.htm>

The Upper Midwest Rock Art Research Association is a good site to keep up with rock art research that is currently going on in Wisconsin.

Videos

<http://www.wisconsinstories.org/archives/sesquiwis/index.cfm?action=sesequiwis>

The *Wisconsin Stories* series is an excellent starting point for many of the significant events in Wisconsin history. "This Place We Call Wisconsin" has an excellent segment on rock art in Wisconsin.

<http://www.ecb.org/history/broadcast.htm>

*Investigating Wisconsin History* is another excellent video series. The second program "The First Peoples of Wisconsin" focuses on how do we know about the early people in the state.

Published References

*Digging and Discovery* by Bobbie Malone  
State Historical Society of Wisconsin, 2000

*Indian Mounds of Wisconsin* by Robert Birmingham and Leslie Eisenberg

The University of Wisconsin Press, 2000

*Twelve Millennia* by James Theler and Robert Boszhardt  
The University of Iowa Press, 2003