

Colorado National Monument

Environmental Education

National Park Service
U.S. Department of the Interior



Rock Art and Storytelling

Class description: Students will explore the history of the Ute and Fremont culture in the area

Location: Classroom

Duration: 1 hour

Standards Addressed:

History

GLE 1.2 People in the past influence the development and interaction of different communities or regions Describe the history, interaction, and contribution of the various peoples and cultures that have lived in or migrated to a community or region (DOK 1-2)

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Theme:

History and contribution of the Ute and Fremont culture in our area

Major Concepts:

- Storytelling
- Culture

Objectives:

- Students will be able to tell the importance of handing down stories from one generation to another
- Students will begin to reason why understanding the past benefits us today
- Students will be able to explain what cultural remains (artifacts, structures, and rock art) can tell us about the past

Learning Target: (to be written on board)

I can explain why understanding the past helps us today.

Puedo explicar por qué el entendimiento del pasado nos ayuda hoy.

Inquiry Questions:

How can we learn about an ancient culture by looking at their artifacts? **¿Cómo podemos aprender acerca de una cultura antigua, mirando sus artefactos?**

How does understanding the past benefit us today? **¿Teniendo un entendimiento del pasado cómo nos beneficia esto hoy?**

Why do we hand down stories from one generation to another? **¿Por qué pasamos historias de una generación al otro?**

What do you want people to remember about you? **¿Qué quiere que la gente recuerde sobre usted?**

Vocabulary:

Culture- **la cultura**, artifact - **el artefacto**, rock art- **arte rupestre**, stories-**historia**, petroglyph –**petroglifo**, pictograph- **pictograma**

Materials: picture of rock art, 4 to 5 pieces of plain butcher paper about 4 to 5 feet long, colored pencils or chalk pastels or crayons, copy of a Ute legend or book Coyote Steals the Blanket by Janet Stevens

Class Outline (lesson adapted from Ecosystem Education Activity Guide lesson 1 and Teaching Ute History and Culture to Younger Students)

Opening:

KWL Chart- put up the KWL chart you worked on last month

Ask: What have you learned about the Ute and/or Fremont cultures? **¿Qué aprendiste sobre las culturas de Fremont y/o Ute?**

Inquiry Activity:

Ask: How does understanding the past benefit us today? **¿Teniendo un entendimiento del pasado cómo nos beneficia esto hoy?**

Why do we hand down stories from one generation to another? **¿Por qué pasamos historias de una generación al otro?**

Read one of the Ute tales and legends or the book. Have the kids listen for the lesson that the elders wanted to teach the youth. After reading the book, have the students turn and talk about what they think the lesson was. Then talk about the lesson in the book. Don't take things that don't belong to you. **No tome cosas que no pertenecen a usted.**

Discussion:

Explain that for the Ute people, story-telling was both a form of recreation and a means of educating the young people around the campfire, especially during the long, winter nights. Some of the stories were funny, others were deeply religious, and others helped children understand practical things such as how to use plants or hunt. The characters in some of the stories are animals that behave and talk like humans. These stories are passed down from generation to generation.

Talk about how it is important to tell our stories or people will forget. We learn many things from the past. Certain cultures are fading away and we don't want to forget what they contributed to our society and what we can learn from them. One other way that we can learn about the past is by looking at their rock art.

Narración era una forma de recreación y un medio para educar a los jóvenes. Algunas de las historias eran divertidos, otros eran profundamente religiosos y otros ayudaron a los niños a entender las cosas prácticas como la forma de usar las plantas o cazar. Los personajes de algunas de las historias son animales que se comportan y hablan como los humanos. Estas historias se transmiten de generación a generación.

Es importante contar nuestras historias porque si no hacemos, la gente olvidará de nosotros. Podemos aprender muchas cosas del pasado. Algunas culturas están desapareciendo y no queremos olvidar lo que han contribuido a nuestra sociedad y lo que podemos aprender de ellos. Otra forma que podemos aprender del pasado es mirando su arte rupestre.

Activity:

Show some pictures of rock art from the Fremont and Ute people. Talk about what we can learn about the Ute and Fremont people by looking at the rock art. **¿Qué podemos aprender de la gente de Ute y Fremont observando su arte rupestre.**

What do you think was important to them? **¿Qué crees que era importante para ellos?**

Explain the difference between a petroglyph –**petroglifo** and pictograph- **pictograma**. Petroglyphs are images scratched, incised or pecked onto stone. Pictographs are images painted on a rock surface with mineral paints. The students will be making pictographs- **Petrogramas**. Put the long butcher paper and colored pencils, crayons, and/or chalk on the tables or floor if space is limited. Have kids work in groups of 4. Explain to the students that they are to draw symbols of things that they feel are sacred to their life and that they want other people to know about. These symbols can stand alone, create a scene, or tell a story. You may want to discuss what sacred means and give examples of what a symbol could be. Have the kids work with their group and decide if they want to create a scene, tell a story, or have their symbols stand alone. If time, have kids share their rock art and hang in hall with the title Telling our Story. Discuss how they would feel if someone came along and ruined their panel of rock art? **¿Cómo sentiría si alguien dañó su diseño?**

Wrap up:

In journal have the students list at least three ideas about how understanding the past benefits us today and How they would like to be remembered. **¿Qué quiere que la gente recuerde sobre usted?**

KWL Chart

<p>K What do you know? ¿Qué sabes?</p>	<p>W What do you want to know? ¿Qué quieres saber?</p>	<p>L What have you learned? ¿Qué has aprendido?</p>