

# Kansas Archaeology Month

## Faces from the Past

*These five art activities are divided into four sections: instructional goals, advance preparation, activity, and appendix.*

### **COLORING KANSANS OF THE PAST**

**Time: teacher discretion**

#### **Instructional Goals**

**Lesson Plan Overview:** While coloring pictures, students will learn about a few of the different peoples who have lived in Kansas.

#### **Standards to which his lesson correlates:**

- Kansas, United States, and World History
  - Standard #2: Students understand the importance of the experiences of groups of people.
    - Grades K-2
      - Benchmark #2. Students understand the importance of the experiences of groups of people.
        - Indicator #1: Students compare and contrast the life conditions of the earliest settlements to the present (e.g., American Indians, plains pioneers, early English and Spanish settlements).
- Visual Arts
  - Standard #1: Understanding and applying media techniques and processes.
    - Grade 2
      - Benchmark #1: Students explore the use of a variety of media, techniques, and processes.
        - Benchmark #2: Students share artwork with others and tell how and why they did it.

#### **Objectives:**

- Students will make choices in the way they color their pictures.
- Students will observe similarities and differences among Kansans of different time periods.

**Skills Taught:** decision making, comparison and contrast

#### **Student Prior Knowledge:**

- Coloring techniques

#### **Advance Preparation**

#### **Teacher Preparation:**

- Copy a set of pictures for each student.

- Assemble materials.

### **Materials Needed:**

- Pictures
- Crayons/markers

### **Activity**

#### **Opening Activity:**

- Distribute sets of pictures to students (see appendix).
- Encourage students to use their knowledge and creativity in coloring the pictures.

#### **Learning Activity:**

- Students share their pictures with each other and explain why they colored the images the way they did.
- The teacher leads students in a discussion about who the people in the pictures might be and what they might be doing.
- The teacher directs the students to look at the hairstyles, headgear, ornaments, clothing, and makeup worn by the people in the pictures and speculate about what those aspects indicate about the social positions of the people.
- The teacher asks students to compare and contrast the daily life of families from different time periods: historic Central Plains Indians, Kansas pioneers, and modern Kansans.

### **Appendix**

- Woman gardener with antler rake and child in cradleboard, about 1700
- Pawnee man with eagle headdress, about 1750
- Young Indian woman wearing shawl, about 1800
- Osage man with roach hairstyle, about 1790
- Potawatomi woman, about 1840
- Pioneer woman in her best dress, about 1854
- Field hand in truck, about 1930
- For more pictures to color, visit this web site:  
[www.tpwd.state.tx.us/edu/indian/color.html](http://www.tpwd.state.tx.us/edu/indian/color.html).



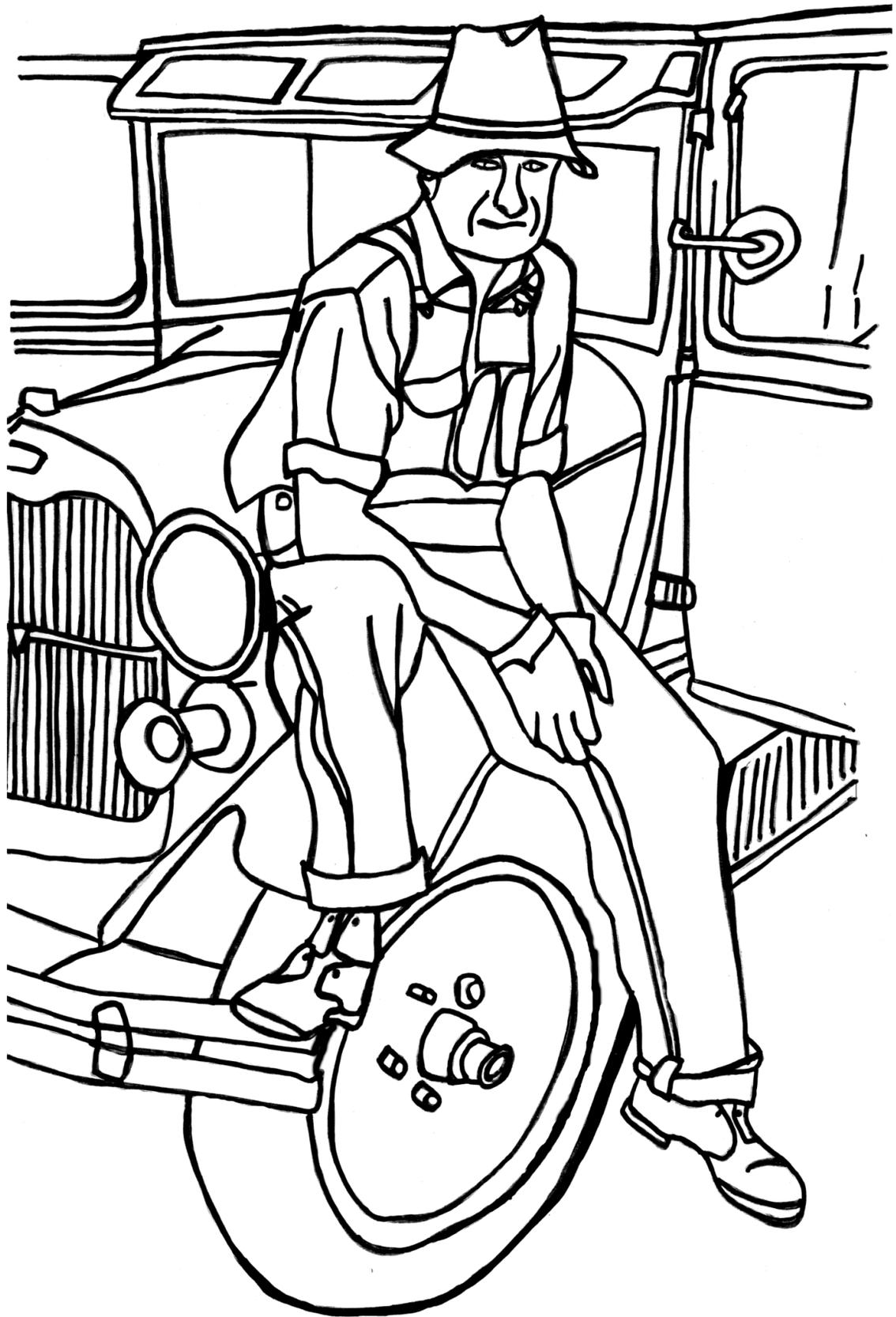












# PORTRAIT OF A CLASSMATE

Time: 2-3 hours

## Instructional Goals

**Lesson Plan Overview:** Students will create portraits of their classmates and consider the similarities and differences between human and animal facial features and the purposes of those features.

### **Standards to which this lesson correlates:**

- Life Science
  - Standard #3: Students develop an understanding of the characteristics of living things.
    - ▣ Grades K-2
      - Benchmark #1: Students develop an understanding of the characteristics of living things.
      - ▣ Indicator #4: Students examine the structures of living things.
    - ▣ Grades 3-4
      - Benchmark #1: Students develop knowledge of organisms in their environment.
      - ▣ Indicator #3: Students discuss ways humans and other organisms use their senses in their environments.
- Environmental Education
  - Standard #3: Learners demonstrate an understanding of the varied roles and interactions between humans and the environment.
    - ▣ Grades K-4
      - Benchmark #1: Learners explore the relationships among individuals, groups, cultures, and the environment.
      - ▣ Indicator #4: Learners give examples of how experiences and issues may be interpreted differently by people with different backgrounds.
- Visual Arts
  - Standard #1: Understanding and applying media techniques and processes.
    - ▣ Grades K-2
      - Benchmark #1: Students explore the use of a variety of media, techniques, and processes.
    - ▣ Grades 3-4
      - Benchmark #3: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.
      - Benchmark #5: Students create works of art with a variety of media, techniques, and processes including drawing, painting, weaving, modeling, constructing, printmaking.
    - ▣ Grades 5-8
      - Benchmark #2: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
  - Standard #3: Choosing and evaluating a range of subject matter, symbols and ideas.



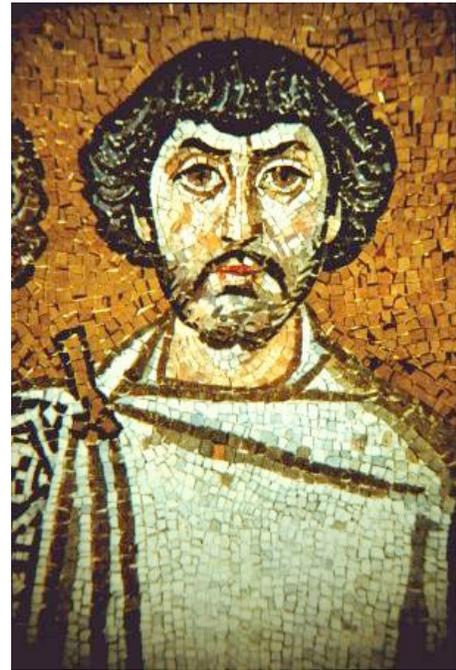
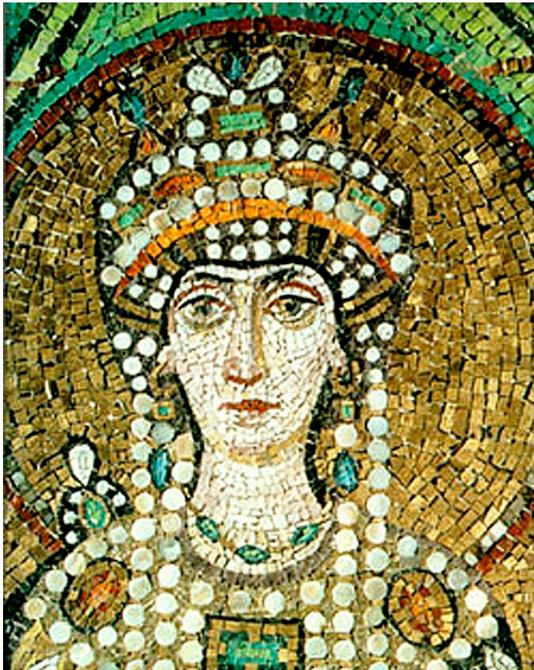
- Show students examples of Italian mosaics (see appendix).
- Have students create mosaics by tearing colored paper or cutting fabric into pieces of various sizes and shapes (teacher may do this step prior to activity), arranging them to represent the facial features of their partners, and gluing them onto construction paper to make portraits.

### **Learning Activity:**

- Students list what facial features they see in humans and other animals.
- The teacher leads students in a discussion of the functions of facial features (see appendix).
- The teacher asks students to identify what facial features and functions make humans unique.
- Students take turns demonstrating the range of human facial expressions and have the class identify the mood or message that they convey. The teacher leads students in a discussion about the meanings that different facial expressions have for Americans and asks them to consider what different meanings these same expressions might have in other cultures.

### **Appendix**

- Examples of 6<sup>th</sup>-7<sup>th</sup>-century mosaics from Ravenna, Italy
  - Empress Theodora
  - Dignitary from Justinian's retinue



- Facts about facial features. The teacher should encourage students to come up with other relevant observations.
  - Eyes
    - Human eyes are located toward the front of the head, so vision is focused forward; humans can see in front and to the sides but not behind.
    - Humans' irises are different colors, instead of brown like the majority of animals.

- ❑ Human pupils are round, not slit like a cats, determining good day or night vision.
- ❑ Humans depend on sight more than other senses.
- Nose
  - ❑ Human noses are long and broad.
  - ❑ The nose moistens air as it enters the lungs, helping to keep body cool.
  - ❑ The nose filters dirt and other things out of air.
  - ❑ Humans' sense of smell is not as strong as that of animals. (Many humans don't hunt for their food anymore, so they don't need strong sense of smell.)
- Teeth
  - ❑ Human molars are similar to those of all plant eaters (e.g., deer, sheep, and rabbits).
  - ❑ Human canines are sharp and pointed like those of meat eaters (e.g., wolves, raccoons, and skunks).
  - ❑ The combination of molars and canines make humans omnivores (both meat and plant eaters).
- Ears
  - ❑ Human ears are flat and on the sides of the head.
  - ❑ The brain can tell where sound is coming from by which ear the sound reaches first.
  - ❑ Human ears can only hear a certain range of pitches; dogs can hear higher pitched sounds.

# COLLAGE OF FACES

Time: 2 hours

## Instructional Goals

**Lesson Plan Overview:** Students will practice their knowledge of geography by drawing or copying a map of the world or a continent. They will expand their understanding of diverse world cultures by placing pictures of people on the map.

### **Standards to which this lesson correlates:**

#### ■ Geography

- Standard #3: Students use a working knowledge and understanding of the spatial organization of Earth's surface and relationships among people, places, and physical and human environments in order to explain the interactions that occur in our interconnected world.
  - Grade K-2
    - Benchmark #5: Human-Environment Interactions: Students understand the effects of interactions between human and physical systems.
      - Indicator #2: Students describe how humans adapt to variations in the physical environment (e.g., choices of clothing, housing, crops).
  - Grades 3-4
    - Benchmark #1: Maps and Location: Students use maps, graphic representations, tools, and technologies to locate, use, and present information about people, places, and environments.
      - Indicator #3: Students identify major landforms and bodies of water (e.g., continents, mountains, plains, islands, peninsulas, rivers, oceans) on maps, globes, and aerial photos to answer simple geographic questions related to their relative locations.
  - Grades 5
    - Benchmark #1: Maps and Location: Student use maps, graphics representations, tools, and technologies to locate, use, and present information about people, places, and environments.
      - Indicator #2: Students locate major physical and political features of Earth from memory.
  - Grade 6
    - Benchmark #1: Maps and Location: Students use maps, graphics representations, tools, and technologies to locate, use, and present information about people, places, and environments.
      - Indicator # 3: Students construct maps and globes from memory showing the relative locations of major physical and political features of Earth.
  - Grade 7-8
    - Benchmark #2: Regions: Students analyze the spatial organization of people, places, and environments that form regions on Earth's surface.
      - Indicator #1: Students identify and compare the physical and human characteristics of world regions (e.g., Kansas and Eastern United States, locations, topography, climate, vegetation, resources, people, religion,

language, customs, government, agriculture, industry, architecture, arts, learning, Middle East and North Africa; South Asian, Europe, Latin America, Sub-Saharan Africa, East Asia, Anglo America).

- Indicator #3: Students identify and explain the changing criteria that can be used to define a region (e.g., physical characteristics, cultural elements, human constructs).
- Indicator #4: Students identify ways technology and culture have influenced regions (e.g., perceptions of resource availability, predominance of specific religions, economic development).
- Grade 8
  - Benchmark #4: Human Systems: Students understand how economic, political, cultural, and social processes interact to shape patterns of human populations, interdependence, cooperation, and conflict.
  - Indicator #3: Students identify and explain the changing criteria that can be used to define a region (e.g., physical characteristics, cultural elements, human constructs).

### **Objectives:**

- Students will become more familiar with world geography.
- Students will realize that different continents and countries have people who look and dress differently.
- Students will consider the roles of environment and culture in creating this diversity of appearance.

**Skills Taught:** mapping, evaluation of non-written sources, comparison and contrast, decision making, drawing conclusions, organizing information, presenting information

### **Student Prior Knowledge:**

- Ability to draw or copy a map of the world or continent
- Some idea of regions where certain cultures are located

## **Advance Preparation**

### **Teacher Preparation:**

- Select a world map that students can refer to when drawing their maps.
- Make sure that magazines are varied to cover numerous cultures.
- Assemble materials.

### **Materials Needed:**

- Pencils/crayons/markers
- Poster board/large construction paper
- Magazines (*National Geographic*, *Newsweek*, *Time*, etc.)
- Scissors
- Tape/glue

## **Activity**

### **Opening Activity:**

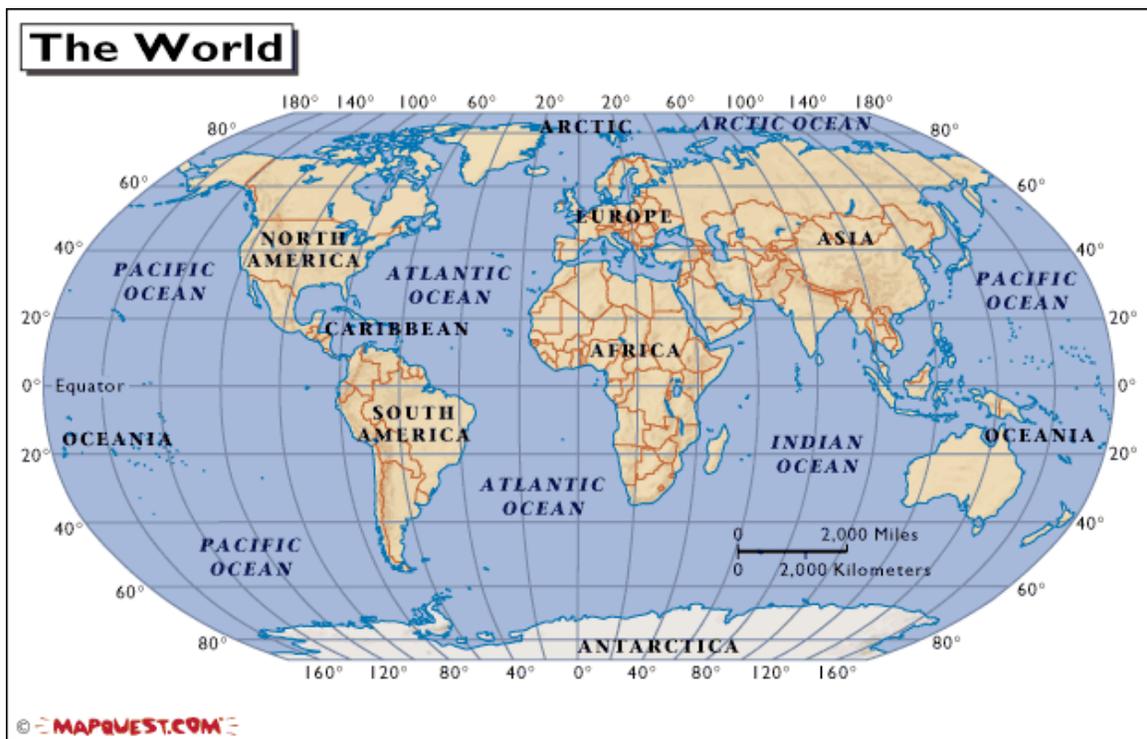
- Divide students in groups of about three or four.

- Have student groups draw maps of the world on poster board or large construction paper, referring to the selected world map when necessary.
- Have students cut out faces representing different climates and cultures (as indicated by clothing, jewelry, makeup, tattoos, etc.) from magazines.
- Have students glue faces to the world map in the regions from which they come.

**Learning Activity:**

- The teacher asks students to consider how the climate, topography, and resources of specific regions cause cultures to adapt.
- The teacher leads students in a discussion of the cultural diversity of the world.

**Appendix**



# PAPER MACHE MASKS

**Time: 3 hours on 2 days**

## **Instructional Goals**

**Lesson Plan Overview:** Students will make faces, animal or human, using paper mache. They will discuss the reasons why people make and wear masks and create representations of themselves.

### **Standards to which this lesson correlates:**

- Visual Arts
  - Standard #1: Understanding and applying media techniques and processes.
    - ▣ Grades Pre-K–2
      - Benchmark #1: Students explore the use of a variety of media, techniques, and processes.
    - ▣ Grades 3-4
      - Benchmark #3: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.
      - Benchmark #5: Students create works of art with a variety of media, techniques, and processes including drawing, painting, weaving, modeling, constructing, printmaking.
    - ▣ Grades 5-8
      - Benchmark #2: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
  - Standard #3: Choosing and evaluating a range of subject matter, symbols and ideas.
    - ▣ Grades 2
      - Benchmark #1: Students demonstrate the ability to recognize meaning can be communicated through use of subject matter, symbols, and ideas.
    - ▣ Grades 3-4
      - Benchmark #1: Students select subject matter and symbols to use with ideas for communicating meaning.
        - ▣ Indicator #1: Students demonstrate the ability to incorporate complex personal ideas with symbols in artworks.
  - Standard #4: Understanding the visual arts in relation to history and cultures.
    - ▣ Grade 2
      - Benchmark #1: Students know that the visual arts have history and are evident throughout the world in every culture.
      - Benchmark #2: Students know the visual arts have changed over the years and continue to change.
    - ▣ Grades 3-4
      - Benchmark #1: Students know that the visual arts have both a history and specific relationships to various cultures.
      - Benchmark #3: Students understand how history, culture, and the visual arts can influence each other in making and studying works of art.
    - ▣ Grade 5-8

- Benchmark #1: Students know and compare the characteristics of artworks in various eras and cultures.
- Standard #6: Making connections between visual arts and other disciplines.
  - Grades 3-4
    - Benchmark #2: Students identify connections between the visual arts and other disciplines in the curriculum.
      - Indicator #2: Students demonstrate an ability to communicate about connections between the visual arts and other non-art disciplines.

### **Objectives:**

- Students will create original artworks in the form of human or animal masks.
- Students will discover reasons why people make and wear masks and other representations of themselves.

**Skills Taught:** paper mache technique, observation, evaluation of written and non-written sources, analysis, drawing conclusions

### **Student Prior Knowledge:**

- Basic painting skills

## **Advance Preparation**

### **Teacher Preparation:**

- Tear newspaper strips to save time.
- Cover tabletops with newspaper to minimize mess.
- Premix flour mixture or mix the ingredients while students are blowing up the balloons; mixing may be too messy for students.
- Review appendix.
- Print copies of the mask examples (see appendix).

### **Materials Needed:**

- Balloons
- Newspaper
- Flour
- Water
- Salt
- Mixing bowl and spoon
- Paint
- Brushes
- Water cups to soak paintbrushes

## **Activity**

### **Opening Activity:**

- The teacher shows the mask examples (see appendix).
- The teacher leads students in a discussion of why humans make and wear masks (see appendix).
- The teacher asks students to generalize about why people create other kinds of representations of themselves.

### **Activity:**

- Mix paste (teacher may do this step prior to activity).
  - Stir together 1 part flour with 2 parts water until you have a thick glue consistency.
  - Add 2-3 tablespoons of salt to prevent mold.
- Blow up balloons.
- Tear—don't cut—newspaper into strips (teacher may do this step prior to activity).
- Dip strips into the paste one at a time and squeeze off excess liquid.
- Apply strips to the balloon model, overlapping them so as to cover enough of the balloon to form a mask.
- Put one layer of newspaper on the balloon and let it dry 24 hours.
- Paint human or animal facial features on the balloon models.

### **Learning Activity:**

- Students share their masks with the class, explaining the purposes of their masks and pointing out the elements that contribute to that purpose.
- The teacher asks students to compare their masks with the examples from other cultures.

### **Appendix:**

- These images of masks are reproduced from *History of Art* by H. W. Janson, Prentice-Hall, Inc., 1965.
  - Mask from Brakebill Mound, Tennessee, about A.D. 100-1600, ocean shell, height 8 5/8"



- Tlingit war helmet from southeast Alaska, early 19<sup>th</sup> century, wood, height 12”



- Mask from Kippel, Lötschental, Switzerland, 19<sup>th</sup> century, wood, height 18”



- The following ideas about why humans make and wear masks are adapted from “Masks” by George Ulrich in *LORE* magazine, Vol. 39, No.3 (Fall 1989), p. 2-9, which can be found on the Milwaukee Public Museum, Inc. web site at <http://www.mpm.edu/collect/mask/html>.
  - The face is the aspect of the human body that is most closely associated with the “self,” and it reveals an individual’s personality to other members of society. A mask wholly or partially covers the face, so it can conceal, change, or transform the image of the wearer into something or someone else or even something that cannot be.
  - In ancient Egypt people believed that death masks, which accompanied a mummy to the tomb, allowed the soul of the deceased to recognize its body.
  - In many tribal and folk societies in the past and today, masks are used for curing illness and combating witchcraft and sorcery. Masks often represent the shaman’s spirit guide, which protects him or her during mystical journeys. Healers of the Iroquois Indians and West African societies wore masks for such purposes.
  - In other cultures masks represent the forces of nature and life. Often these forces are recorded in myths and are given human or animal forms. Rituals involving mask performances promote fertility and mark planting and harvesting seasons. American Indians of the Northwest Coast and southwestern Pueblos and some African peoples perform such ceremonies.
  - Masks serve important functions in dramatic performances and entertainment. Greek, Roman, Chinese, Indian, Japanese, Indonesian, and European civilizations used masks in theater performances, while masked festivals are found throughout Europe, Central and South America. Today people in some parts of the United States celebrate Mardi Gras, while Halloween is a popular celebration throughout the nation with children and adults alike.
  - Masks transform the identity of the wearer and, therefore, are used in rituals that mark important transitions in the life cycle or in an individual’s position within a society. For instance, in New Guinea, West and Central Africa, and North America masks are used in “rites of passage.”
  - Masks encourage us to transform ourselves and empower us to do so. They permit us to replace one reality with another. They can ultimately provide us with a better understanding of who we really are.
  - Some people believe that supernatural power resides in the mask itself and that the power is released with a person puts on the mask.

# SCULPTURE CONTEST

Time: 2-3 hours

## Instructional Goals

**Lesson Plan Overview:** Students will model sculptures from clay or analyze pictures of sculptures from ancient world cultures, share their experience or findings with the class, and vote for their favorite sculpture.

### **Standards to which this lesson correlates:**

- Kansas, United States, and World History
  - Standard #4: Students use a working knowledge and understanding of significant individuals, groups, ideas, events, eras, and developments in the history of Kansas, the United States, and the world, utilizing essential analytical and research skills.
    - ▣ Grades 3-4
      - Benchmark #5: Student understand the significance of famous individuals and their contributions in history.
        - Indicator #1: Students research the contributions made by notable Kansans in history (e.g., Dwight David Eisenhower and Amelia Earhart).
- Visual Arts
  - Standard #1: Understanding and applying media techniques and processes.
    - ▣ Grades K–2
      - Benchmark #1: Students explore the use of a variety of media, techniques, and processes.
    - ▣ Grades 3-4
      - Benchmark #3: Students use different media, techniques, and processes to communicate ideas, experiences, and stories.
      - Benchmark #5: Students create works of art with a variety of media, techniques, and processes including drawing, painting, weaving, modeling, constructing, printmaking.
    - ▣ Grades 5-8
      - Benchmark #2: Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.
  - Standard #3: Choosing and evaluating a range of subject matter, symbols and ideas.
    - ▣ Grades 2
      - Benchmark #1: Students demonstrate the ability to recognize meaning can be communicated through use of subject matter, symbols, and ideas.
    - ▣ Grades 3-4
      - Benchmark #1: Students select subject matter and symbols to use with ideas for communicating meaning.
        - Indicator #1: Students demonstrate the ability to incorporate complex personal ideas with symbols in artworks.
  - Standard #5: Reflecting upon and assessing the characteristics and merits of their work and the work of others.
    - ▣ Grade 2

- Benchmark #1: Students demonstrate the ability to recognize meaning can be communicated through use of ideas.
- Benchmark #3: Students understand there are different responses to specific artworks.
- Grades 3-4
  - Benchmark #1: Students understand there are various purposes for creating works of visual art.
    - Indicator #1: Students examine subject matter, symbols, and ideas in their own artwork during production and make decisions for needs and improvements.
- Grades 5-8
  - Benchmark #1: Students interpret contemporary and historic meanings in specific artworks through cultural and aesthetic inquiry.
    - Indicator #1: Students demonstrate the ability to generate and analyze responses to contemporary and historical artworks.
  - Benchmark #2: Students analyze and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures.
    - Indicator #1: Students demonstrate the ability to analyze and explain criteria for judging works of art from different perspectives such as that of an art historian, art critic, artist, philosopher, consumer, and student.
    - Indicator #2: Students demonstrate the ability to generate and analyze responses to contemporary and historical artworks.
- Standard #6: Making connections between visual arts and other disciplines.
  - Grades 3-4
    - Benchmark #2: Students identify connections between the visual arts and other disciplines in the curriculum.
      - Indicator #2: Students demonstrate an ability to communicate about connections between the visual arts and other non-art disciplines.

### **Objectives:**

- Students will create original artworks in the form of human sculptures or gain an appreciation for some of the sculptures of Kansas artists.
- Students will recognize the differences in the materials, styles, and purposes of sculpture.
- Students will use persuasion to campaign for their choices.

**Skills Taught:** sculpting techniques, observation, evaluation of non-written sources, analysis, drawing conclusions, decision making, reasoned persuasion

### **Student Prior Knowledge:**

- Basic modeling techniques.

### **Advance Preparation**

#### **Teacher Preparation:**

- Option 1
  - Provide enough sculpting material for every student.
  - Cover tabletops with newspapers to minimize mess.
- Option 2

- Copy a different picture for each group (see appendix).

### **Materials Needed:**

- Option 1
  - Playdoh® or modeling clay
  - Newspapers
- Option 2
  - Pictures (see appendix)

### **Activity**

#### **Opening Activity Option 1:**

- Have students create a sculpture of a human face.

#### **Opening Activity Option 2:**

- Divide the students into four groups and give each one picture (see appendix).
- Have each student group examine its picture and discuss the possible purposes that the sculpture might have served in its specific culture.

#### **Learning Activity:**

- For Option 1, students share with the class what their sculptures depict, for what purpose they are intended, and to what cultures they might relate.
- For Option 2, each group chooses a spokesperson to share its ideas with the class.
- Students vote for the sculpture or picture that they like best and give their reasons. They may campaign for their favorite sculpture to convince others of its merit.

### **Appendix:**

- *Ceramic effigy head*, William Young Site (14MO304), Morris County, Archaic Period (ca. 3,000-3500 B.C.), height 52 mm
  - Possible purpose: charm, experimentation with pottery making. This and a similar piece are the oldest known modeled representations of humans in the Central Plains.



- *Ceramic figurine*, Trowbridge Site (14WY1), Wyandotte County, Early Ceramic Period (ca. A.D. 1-1000), height ca. 2.5”
  - Possible purpose: Individual portrait, charm to perpetuate life of individual beyond death



- *Detail on pot*, Claussen site (14WB322), Wabaunsee County, Kansas, Middle Ceramic Period, ca. A.D. 1000-1500, face measures ca. 3.5 cm wide.
  - Possible purpose: handle and decoration on a shell-tempered pottery bowl. In addition to incised lines the shoulder of the pot, a short, solid cylindrical handle bears a simple representation of a human face.



- Sculptures by Peter F. “Fritz” Felton, Jr., 1981, Kansas limestone, weight 2000 lbs. each. These are two of four statues in the rotunda of the Kansas State Capitol Building in Topeka.



- *Amelia Earhart* from Atchison was the first woman to fly solo across the Atlantic Ocean in 1932.



- *Dwight D. Eisenhower* from Abilene was Commander of Allied Forces in World War II, a five-star general, and the 34<sup>th</sup> president of the United States.

- Possible purpose: tribute to famous person, ornamentation for public building