



Native American Cave Paintings

Suggested Grade Level: 1st grade

Concept: Earth's materials are limited natural resources affected by human activity.

Materials:

- Computer/Smart Board/Elmo
- Book: *A River Ran Wild* by Lynne Cherry
- Chalk Ingredients: wax paper, toilet paper rolls, plaster of paris, powdered tempera paint/acrylic paint
- Chalk to write with (store bought)
- Side-walk chalk to write with and crumble up to make paint
- Pictographs of Native American drawings

Measurable Objective

- Students will identify two ways Native Americans used water in their daily life, with no error.
- Students will write two sentences about how Native Americans used water using correct capitalization, punctuation, and for clarity, with no mistakes. (Ask students: Does your sentence make sense when you read it aloud?)

Anticipatory Set

- I will start the lesson by displaying pictures of cave paintings the Native Americans created.
- I will display them from the computer onto the Smart Board. I will ask questions such as: What are these? Can anyone tell me who created them? Do you know why the Native Americans drew them? Or, why they are inside the caves?

Instructional Input:

- I will speak to the students about ways the Native Americans used water to create their cave paintings.
- Once we have read the book I will discuss some of the ways in which the Native Americans used water (recapping book).



- Our activity will be making our own chalk. I will relate how we need water in order to make chalk and how the Native Americans used water to mix with green leaves to color in their pictures on the cave walls. They also used lemon peels to color in the inside of the cave drawings.
- I will discuss with the students how Native Americans used water and I will discuss how we will be using water to make the chalk.
- Then I will ask the students to illustrate their pictures with the dry chalk.
- Once everyone has completed making their chalk we will begin working on the two facts.

Modeling:

I will ask questions prior to the book and during the book to see if students have prior knowledge of the subject. I will then demonstrate how to make the chalk at each table, one table at a time. The rest of the students may work on painting their bags or draw with chalk on their brown crumbled bags.

Check for Understanding:

Before I start making the chalk with the first group of children, I will ask the class what they can work on while I am working with another table.

Guided Practice:

Once I have finished making chalk with each group, I will walk around the room checking for pictures that are ready for drying.

Independent Practice:

Students will have ten to fifteen minutes to view the chalk-making, write their two sentences, and illustrate their cave painting.

Closure:

After everyone is finished with their seat work and observing how chalk is made, I will ask for volunteers to share with the class.



Evaluation:

After we have reviewed the book by Lynne Cherry, I will ask the students to tell me two ways in which the Native Americans used water.

The completion of the project will be checked for correct capitalization, punctuation, two sentences and the clarity of the sentences. Do the sentences make sense when read aloud?

Lesson Plan compiled by Andrea Perkins, an Earth Team Volunteer and Early Childhood Education student at Missouri State University, Springfield, MO.

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