

Picture Writing in Texas History Mediterranean Hall

Educators Guide and Lesson Plan created by Katie
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Grade Level

7th Grade

Time Required

45 minutes to 1.5 hours

Supplies/Materials Needed

- Appendix A: Declaration in Modern Day Language
- Appendix B: Emoji Codes
- Appendix C: Student Chart
- Clipboards
- Writing utensils

Standards

TEKS 7th Grade SS

7.2(A), 7.20(A), 7.20(C)

Key Vocabulary

Petroglyph
Pictograph
Ideograph
Hieroglyph
Ledger
Nomadic
Sedentary

Essential Question(s)

- How does geography influence the materials people use to communicate?
- If a civilization leaves no written books, how can geography and artifacts serve as their library?

Lesson Objectives

Student Success Criteria:

- I can identify the four major Native American culture regions in Texas and explain how their distinct environments shaped their art.
- I can contrast the portable art of nomadic tribes with the permanent art of sedentary tribes.
- I can identify similarities and differences between Egyptian hieroglyphics and Native American pictographs and ledger art.

Pre-Visit

Mystery Artifact: See, Think, Wonder

Provide images of authentic Plains Indian Artifacts.

Students answer the following questions in a chart.

- What do you SEE?
- Who do you THINK this art is about?
- What do you WONDER??

Museum Visit

Mediterranean Hall – Museum docent will give a tour and point out the significant things of Mediterranean Hall.

There will be 5 different stations.

Station 1 - The Caddo Tribe.

You will need the info sheets provided that you can either laminate or cut out and make a poster - it's up to you! Students at this station will need toothpicks and air-dry clay. While at this station, they will learn about where the Caddo

tribe lived, what materials were around them, and why they used what they did to leave messages behind.

Station 2 - The Plains Tribe

You will need the info sheets provided that you can either laminate or cut out and make a poster - it's up to you!

Students at this station will need a piece of paper, a pencil, and colored pencils. Students are tasked with creating a representation of an event from their lives to illustrate like the Plains Tribe might have. While at this station, they will learn about where the Plains tribe resided, what materials were around them, and why they used what they did to leave messages behind.

Station 3: The Pueblo Tribe

You will need the info sheets provided that you can either laminate or cut out and make a poster - It's up to you.

Students at this station will need a plastic spoon and a bar of soap. Students are tasked with engraving either a water or sun symbol like the Pueblo tribe would have used to mark where hidden water would be. While at this station, they will learn about where the Pueblo tribe resided, what materials were around them, and why they used what they did to leave messages behind.

Station 4: The Karankawa Tribe

You will need the info sheets provided that you can either laminate or cut out and make a poster - it's up to you.

Students at this station will need the tiny pots, paint brushes and black paint. Students are to create a pottery design inspired by archaeological examples of Karankawa ceramics. While at this station, they will learn about where the Karankawa resided, what materials were around them, and why they used what they did to leave messages behind. (I would suggest setting up this station by the vases, plates, and other decoration in the Mediterranean Room)

Station 5: Egyptian Hieroglyphics (clipboards might be helpful here)

Students will be at the entrance of the Mediterranean Room deciphering what these Hieroglyphics mean. I have included two different ciphers that are helpful but students may have questions so please print a copy for yourself too. I would

suggest laminating so that they can be used over and over. Students will also be creating a hieroglyphic of their names.

As students are working, your job is to keep them on task and on time. I would allow up to 10-12 minutes per station to get everything accomplished.

Post-Visit

Museum Curators

Materials: Sticky notes, clipboard, pencil/pen

Students bring their completed creations back to school from the Academy of Freedom Museum and have a gallery walk. Students must leave comments at each grouping of artifacts on their sticky note that tell:

- What Native American group is this?
- Where do they live in Texas?
- What materials did they have to create this art?

Museum Visit Variations/Extensions

- Instead of all students switching stations in the Mediterranean Room, they stay at one station and become historians of that station. They will still create the artifacts but there will be no switching to another station. Once back in the classroom, you can do the same post activity mentioned before.
- Have students research real, protected, rock art or tribal cultural centers in Texas. They will design a travel guide brochure encouraging the public to visit.
 - Requirements:
 - Map of Texas region
 - Cultural group that made the art
 - Environment descriptions
 - Code of conduct - explain why touching/vandalism destroy historical evidence

The Caddo Tribe in Texas was located along the Eastern side of Texas where they settled near the Sabine, Neches, and Red River. Their location prevented them from having access to stone walls that could have allowed them to paint messages or illustrate their daily lives. Instead they created pottery!



Caddo tribes are known for their geometric designs and shapes.

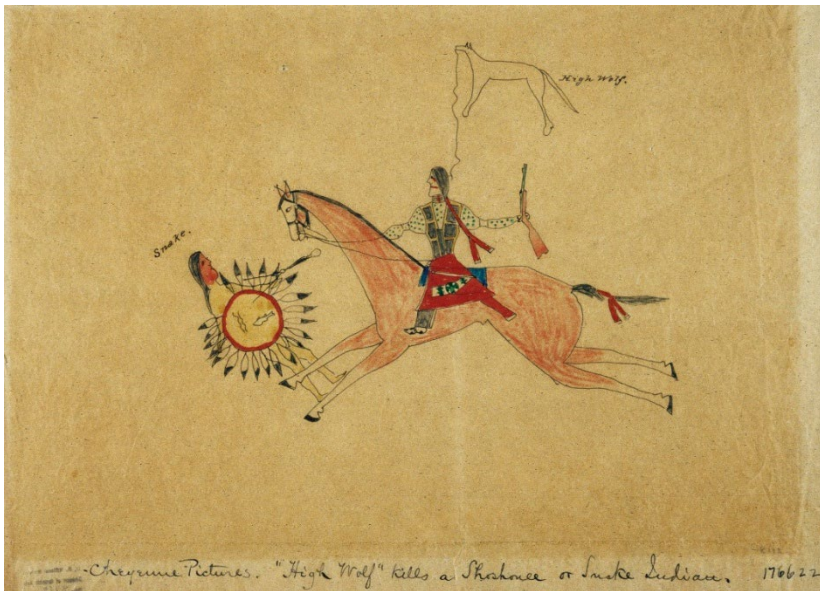


Station Task Instructions: Using your toothpick and clay, you will need to design a geometric design just like the Caddos did!

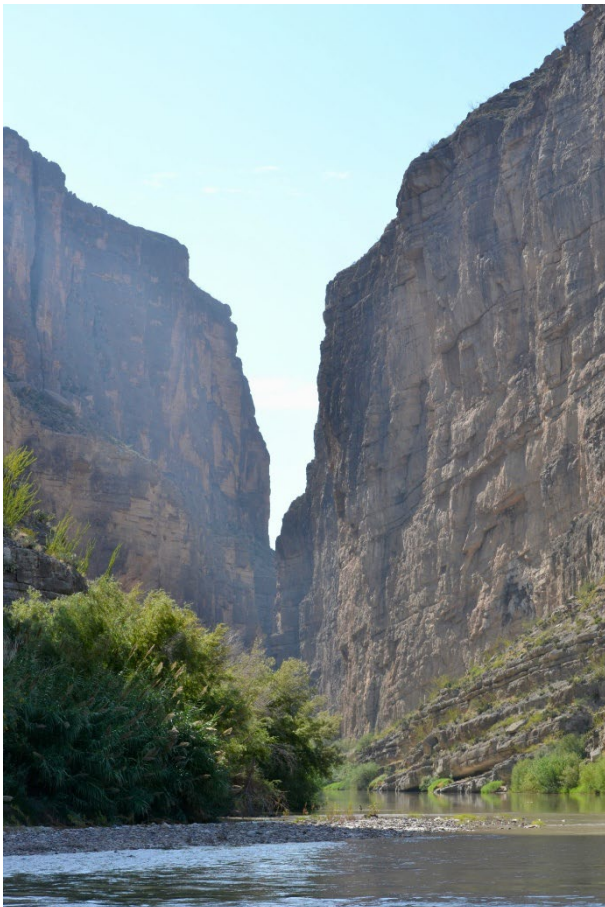


Image Source: (Top) Carli Digital Collection, (Bottom) National Museum of American History.

Because the Comanche, Kiowa, and Plains Native American Tribes were nomadic, they developed a codified, structured language of symbols - a version of their own hieroglyphics. A symbol of a horse with a specific brand might relate to a certain time of year. A red handprint relates to a certain battle victory. It's not just random doodling but a standard graphic to represent something that happened in their history.



Students: Use the resources at this station to create your own historical moment from your life. Remember no words, just pictures and color.



The Pueblo lived in the hard mountain area of West Texas. Although they were situated near the Rio Grande, Pueblos carved their history into rocks! These carvings usually served as a guide to help them locate and relocate hidden water throughout the desert like conditions.

Students: Use your plastic spoon to carve a sun or a water symbol into your bar of soap - replicating what it was like for the Pueblos to do the same.

The Karankawa tribe was located in the Gulf Coast region of Texas. The Karankawa traveled in groups and were mostly nomadic. Since they lived near the ocean, they had nowhere to carve their history. Instead, they typically painted important symbols and information on their weapons.



Students: Using your pot and black paint, you will create your own Karankawa style design on your cup.

Students: use these cheat sheet and attempt to decode the messages on the wall.
You can then use these sheets to create a hieroglyphic for your name.

Fun Fact: Hieroglyphics were not made for the English language. You can search all over online to find hieroglyphic cheat sheets and they all have some different symbols, that is why there are two charts to reference.

Ancient Egypt Hieroglyphics Chart

	A ^{ay}	arm		K	cup		V	viper
	A ^{ah}	vulture		L	lion		W	chick
	B	leg		M	owl		X	cloth
	C ^k	cup		N	water		Y	feathers
	D	hand		O	chick		Z	bolt
	E	feather		P	stool		CH	tether
	F	viper		Q	hill		KH	sieve
	G	pot		R	mouth		SH	basin
	H	wick		S	cloth		man	
	I	feather		T	loaf		woman	
	J	cobra		U	chick		ankh	

Hieroglyphs chart

A 

B 

C 

D 

E 

F 

G 

H 

I 

J 

K 

L 

M 

N 

O 

P 

Q 

R 

S 

T 

U 

V 

W 

X 

Y 

Z 

Seated Man 

Seated Woman 

Seated god 

Cartouche 

Plural Strokes | | |

The ancient Egyptians used pictures for writing. Each picture stands for either a sound or an idea. To write a word, Egyptians would spell out the word with the hieroglyphs that stand for sounds. Then they would add a hieroglyph that stands for an idea. These idea hieroglyphs are called *determinatives*. For example, a person named Dan could use the sound signs for D, A, and N, and follow those with the determinative for a man. Names could be put inside a cartouche. Dan's name would look like this: . If there was more than one of something, the plural hieroglyph would be added. For example the word *pen* could be written with the sound signs for P, E, and N. For more than one pen, the word could be written with the same sound signs and then the plural strokes, which would look like this: .

You may have seen other Egyptian alphabet lists that look different than this one. That is because the Egyptians did not use all the same letters we use. To have a hieroglyph for each English letter, we have to use some signs that have similar sounds.