

## Pictograph Lesson

### Fourth Grade Social Studies and Language Arts

#### TEKS: §113.6. Social Studies, Grade 4.

(9) Geography. The student understands how people adapt to and modify their environment. The student is expected to:

(A) describe ways people have adapted to and modified their environment in Texas, past and present;

(23) Social studies skills. The student communicates in written, oral, and visual forms. The student is expected to:

(A) use social studies terminology correctly;

(B) incorporate main and supporting ideas in verbal and written communication;

(D) create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies;

#### §110.6. English Language Arts and Reading, Grade 4.

(16) Writing/penmanship/capitalization/punctuation. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, and penmanship to communicate clearly. The student is expected to:

(A) write legibly by selecting cursive or manuscript as appropriate (4-8); and

(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using possessives, commas in a series, commas in direct address, and sentence punctuation (4-5).

(17) Writing/spelling. The student spells proficiently. The student is expected to:

(C) use resources to find correct spellings (4-8); and

(D) spell accurately in final drafts (4-8).

(18) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:

(A) use regular and irregular plurals correctly (4-6);

(B) write in complete sentences, varying the types such as compound and complex to match meanings and purposes (4-5);

**Objective:**

The students will identify ways to learn about other cultures and be provided with an opportunity to incorporate Native American history, culture, and tradition into their own studies of early Texans. Students will also gain a better understanding of pictographs and the ways in which Native Americans preserved their own personal stories.

**Supplies:**      Photos of pictographs  
                         Markers  
                         Small clay pots or small pieces of pottery

**Discussion:**

The teacher shall engage the students in a discussion about Native Americans and those groups associated with the different regions of Texas. Discuss the origins and tap into students' prior knowledge. How did the Native Americans arrive in Texas? How do we know this today? The teacher will also ask the students to locate the different regions on a map of Texas. The teacher will now refer to the photos off the Texas Tides website. At this time, the teacher will lead the students in a discussion of the ways in which historians account for that period in which records are unavailable. Students need to recognize that scientists use artifacts to piece together certain events and time periods.

At this time, the teacher can read a selection or story based on Native American legend or myth. Afterward, the students can share their ideas of Native American life based on what is depicted in the story. Make comparisons of modern day life with that of the Native Americans. Now show the students the photos of the Native American pottery from the Texas Tides web site. Explain to them the significance of pottery in their way of life. Moving beyond the artisan, challenge the students to think about other ways this group used pottery. Ask them what the pottery was made of. Ask them where the materials came from. Now, the teacher will direct the students' attention to the photo of the 37 month calendar. Directing the students' attention to the markings on the skin and tipi, the students are then asked to expand their thinking and to brainstorm what a pictograph might be. Accept all answers. The students are now told that a pictograph is a graphical expression of thought without the use of words. Begin a discussion with students about the reasons that Native Americans did not just write their stories down as they today. Students will need to be told that like many peoples of the past Native Americans did not use the modern alphabet as people do today. The teacher will now select one of the pictographic stories found on William Tomkins web site. Students will find the graphics clear and the stories comprehensible. After the story, show the students the photo from [www.rock-art.com](http://www.rock-art.com) taken in 1908. The National Archives at [www.archives.gov/research/native-americans/pictures/](http://www.archives.gov/research/native-americans/pictures/) contains photos which students will also find fascinating. Ask the students what things might effect the state of preservation? (the material on which the drawings were made upon and the exposure to weather) Before moving on encourage students to free write in their social studies journals and list three different things which they might find interesting from the photos or discussion. Allow a few to share.

Referring back to the earlier stories, students will be reminded that like many peoples of the past Native Americans did not use the modern alphabet. The students shall be told that they are going to have the opportunity to create their own story. Referring to the story shared earlier ask the students to first write a short story similar to the battle story shared earlier or create their very own short myth. The story need not be lengthy but will be graded on grammar, word choice, sentence fluency, and conventions. When the pieces are written, the teacher will ask for volunteers. After these pieces are returned, the teacher will now let the students know that they will be creating their very own pictographs to go along with their original works. Allow the students to refer to the many different photos and examples. The teacher will move among the class to encourage originality and check for understanding. While moving amongst the class, the teacher is emphasizing the concept that the early Native Americans used pictographs as a means of conveying stories, history, customs, and beliefs. Once this is completed and celebrated, the students are now expected to transfer their pictographs to a clay pot. Black markers appear more authentic. Once this is complete, the students can display their works, or the teacher can scramble up the stories and finished pots and ask students to try and match the pictographs to the written stories.

#### **Extensions:**

Local artists could be invited to come and demonstrate to the students how to actually make clay pots, or the students might be invited to a local gallery to participate in molding their own clay pots.

Students get permission to create a mural of sorts displaying their very own class story. This could easily be done on a white sheet and hung in a visible place in the school. The students can also work together to create their own Power Point presentation using their photos of their original pictographs.

Students can be instructed to locate one of the many sites of Native American pictographs and research not only the site, but also research the actual discovery itself.

#### **Resources:**

**Stone Fort Museum**

**SFM Antiquities**

**SFM**

**9.1**

**6.8**

**9.159**

**22.3**

**The Handbook of Texas Online**

<http://www.tsha.utexas.edu/handbook/online/>

**The National Archives**

[www.archives.gov/research/native-americans/pictures/select-list](http://www.archives.gov/research/native-americans/pictures/select-list)

Select list # 141

[www.inquiry.net/outdoor/native/signs/stories](http://www.inquiry.net/outdoor/native/signs/stories)

[www.rock-art.com/research/photos/under1\\_large.jpg](http://www.rock-art.com/research/photos/under1_large.jpg)

**Created by Teresa A. Garcia, September 2006**