



## Teaching the Middle East: A Resource for High School Educators

### The Origins of Civilization

Gil Stein, Director of the Oriental Institute of the University of Chicago

#### Lesson Plan 2:

#### Tools and Art of Neolithic Peoples

**General Description of Lesson Plan:** Students will examine some of the tools and artistic expressions of early city dwellers, and consider how among the consequences of the Neolithic Revolution was the development of such implements to facilitate daily life and the opportunity to engage in artistic expression.

**Created By:** Howard Wright, Hinsdale South High School, Hinsdale, IL

**Subject Area(s):** World History, World Geography

**For Grade Level(s):** Grades 9 – 10

**Time Needed:** One class

#### Outcomes/Objectives:

- To examine tools of peoples of the Neolithic Revolution
- To speculate on how they were made and used
- To locate and describe other tools and art and artifacts of these first city dwellers

#### Materials:

Visuals from the Module

- 5— Arrowheads
- 8— Grinding stone and pestle
- 9— plastered skull
- 11— Statue
- 12--Obsidian Tools

Ancient Near East. Digital Image Collections:

<http://digital-image-collections.wikispaces.com/Ancient+Near+East#tocAncient%20Near%20East6>

Timeline of Near Eastern Antiquities: Origins to 3000BC. The Louvre Museum

- [http://www.louvre.fr/llv/oeuvres/detail\\_department.jsp?FOLDER<>folder\\_id=1408474395181111&CURRENT\\_LLV\\_DEP<>folder\\_id=1408474395181111&FOLDER<>browsePath=1408474395181111&bmLocale=en](http://www.louvre.fr/llv/oeuvres/detail_department.jsp?FOLDER<>folder_id=1408474395181111&CURRENT_LLV_DEP<>folder_id=1408474395181111&FOLDER<>browsePath=1408474395181111&bmLocale=en)

Public Education Department  
The Oriental Institute of the University of Chicago  
1155 E. 58<sup>th</sup> Street, Chicago, IL. 60637  
<http://oi.uchicago.edu>

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## Lesson Plan 2: Tools and Art of Neolithic Peoples

### Suggested Procedure(s):

In small groups, students will examine the visuals from the module that feature tools and early art works. Student groups will develop descriptions of the items, including their shape, size, materials from which they were made, etc. Then students will speculate on how the tools and art works were used. Each student will extend the lesson by consulting the Digital Image Collections from the Met and the Louvre to locate other examples of tools and art works.

### Evaluation/Assessment Strategies:

- Small group descriptions of visuals and speculations on the use of these materials.
- Each student will give a brief oral presentation on the additional images they locate when they consult the additional websites.

### Evaluation Rubric:

Origins of the Middle East: Neolithic Tools and Art				
Teacher Name: _____				
Student Name: _____				
CATEGORY	20	18	15	12
<b>Description</b>	Makes a complete and detailed description of the subject matter and/or elements seen in a work.	Makes a detailed description of most of the subject matter and/or elements seen in a work.	Makes a detailed description of some of the subject matter and/or elements seen in a work.	Descriptions are not detailed or complete.
<b>Analysis</b>	Accurately describes several dominant elements or principles used by the artist and accurately relates how they are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Accurately describes a couple of dominant elements and principles used by the artist and accurately relates how these are used by the artist to reinforce the theme, meaning, mood, or feeling of the artwork.	Describes some dominant elements and principles used by the artist, but has difficulty describing how these relate to the meaning or feeling of the artwork.	Has trouble picking out the dominant elements.
<b>Interpretation</b>	Forms a somewhat reasonable hypothesis about the symbolic or metaphorical meaning and is able to support this with evidence from the work.	Student identifies the literal meaning of the work.	Student can relate how the work makes him/her feel personally.	Student finds it difficult to interpret the meaning of the work.
<b>Comprehension</b>	Student is able to accurately answer almost all questions posed by classmates about the topic.	Student is able to accurately answer most questions posed by classmates about the topic.	Student is able to accurately answer a few questions posed by classmates about the topic.	Student is unable to accurately answer questions posed by classmates about the topic.
<b>Preparedness</b>	Student is completely prepared and has obviously rehearsed.	Student seems pretty prepared but might have needed a couple more rehearsals.	The student is somewhat prepared, but it is clear that rehearsal was lacking.	Student does not seem at all prepared to present.

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## Lesson Plan 2: Tools and Art of Neolithic Peoples

**Use these guiding questions to spur discussion in your classroom:**

1. To what degree do you think Neolithic peoples created tools out of necessity?
2. To what degree do you think Neolithic peoples created art for art's sake?
3. Describe the ways you think early tools may have been used.