



Rock Art: Preservation and Tourism

Created by Jacob Hamill, SCDNR Heritage Trust Archivist and Kerrigan Sunday, SCDNR Heritage Trust Intern (2018).

Grade Level

1st – 8th, High School World Geography

Estimated Time

1 hour for in-class component.

Several days – 1 week for out-of-class component.

Goal

Students will learn how rock art is a valuable cultural artifact and must be protected from natural degradation and human destruction, while also remaining open and available to the public.

Objectives

After completion of the activity, students will be able to:

- *Identify* rock art and *distinguish* between petroglyphs and pictographs.
- *Locate* rock art in South Carolina.
- *Create* rock art using chalk and cardboard.
- *Simulate* natural damage to rock art by using tissues.
- *Explain* how rock art can be destroyed by both natural forces and by human action.
- *Develop* ideas for preserving rock art.
- *Infer* the importance of rock art and what it can teach us about past cultures.
- *Consider* some of the issues involved in preserving and managing rock art.
- *Research* a rock art site, and present information on preservation and heritage tourism involving the site.

Academic Standards

Science

- 1.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
- 1.E.4 The student will demonstrate an understanding of the properties and uses of Earth's natural resources.
- 2.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
- 3.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

- 3.E.4 The student will demonstrate an understanding of the composition of Earth and the processes that shape features of Earth's surface.
- 4.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
- 5.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
- 5.E.3 The student will demonstrate an understanding of how natural processes and human activities affect the features of Earth's landforms and oceans.
- 6.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
- 7.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.
- 8.S.1 The student will use the science and engineering practices, including the processes and skills of scientific inquiry, to develop understandings of science content.

Social Studies

- 1-1.3 Identify various natural materials (e.g., water, animals, plants, minerals) around the world.
- 1-1.4 Compare the ways that people use land and natural resources in different settings around the world.
- 2-4.2 Compare the historic and cultural traditions of various regions in the United States and recognize the ways that these elements have been and continue to be passed across generations.
- 2-4.3 Recognize the cultural contributions of Native American tribal groups, African Americans, and immigrant groups.
- 6-1.1 Explain the characteristics of hunter-gatherer groups and their relationship to the natural environment.
- WG-8.2 Compare how human modification of the physical environment varies from one region to another and may require different human responses.

Visual Art

- VA-2 I can use different materials, techniques, and processes to make art.
- VA-6 I can identify and examine the role of visual arts through history and world cultures.

Activity Type: In-Class / Out-of-Class

This lesson plan is to be done as an in-class and out-of-class activity. The teacher will provide the required materials for the in-class component. The students will provide their own materials for the out-of-class component.

Materials

- Piece of cardboard for each student
- Chalk
- Tissues

Background Information

- The National Trust defines heritage tourism as “traveling to experience the places, artifacts and activities that authentically represent the stories and people of the past.” Heritage tourism can include cultural, historic and natural resources. Tourism to historic sites and museums ranks third behind shopping and outdoor activities for tourists to the United States. Examples of heritage tourism sites include: SCDNR Cultural Heritage Preserves, archaeological sites, battlefields, museums, historic homes, historic neighborhoods, historic trails and corridors, and Native American sites. Visiting rock art is another example of heritage tourism.
- Heritage tourism has grown in recent years as people are choosing to travel closer to home while still looking to experience diverse cultures, unique places, and authentic stories. There are both preservation and economic benefits to local communities who market to this growing segment of the tourism industry. Heritage tourism not only promotes traditional communities and assists in the growth of local economies, but it also raises awareness for preservation.
- Likewise, public interest in rock art has increased over the past few years in tandem with the growth of heritage tourism. Rock art is an important cultural artifact as it offers a glimpse into the cultures of past people. Therefore, the preservation of rock art is highly important to archaeologists. However, rock art is also often at risk of being forever lost, either from natural forces, such as erosion, or from the actions of humans, such as purposeful vandalism or accidental destruction. Those in charge of managing and protecting rock art must also contend with a variety of issues. In the United States, Canada, and Australia, archaeologists and conservationists must uphold the wishes of indigenous people if the rock art in question was created by their ancestors. Managers must also insure that the rock art is adequately protected from destruction while remaining accessible to the public. Furthermore, many sites must find a way to be economically sustainable in order to continue providing satisfactory protection and accurate interpretation.

Vocabulary

- **Anthropology** – The study of humans, past and present. In the United States, the study of Anthropology is divided into four subfields (Sociocultural Anthropology, Biological or Physical Anthropology, Archaeology, and Linguistic Anthropology).

- **Archaeological Site** – A place where human activity occurred and material remains were deposited.
- **Archaeologist** – An Anthropologist (social scientist) who studies the material remains of past human activity.
- **Cultural Heritage** - A tradition of intangible attributes (i.e., language, origin stories, and rites of passage), artifacts, structures, and places of importance associated with a group of people that are preserved and passed from one generation to the next; defines a group’s identity.
- **Cultural Resources** - Evidence of past human activity. They include archaeological sites, historic homes, battlefields, burial grounds, shipwrecks, historic and prehistoric artifacts.
- **Culture** - A set of learned beliefs, values and behaviors or way of life shared by the members of a society.
- **Heritage Tourism** - Traveling to experience the places, artifacts and activities that authentically represent the stories and people of the past.
- **Historic** – the period of the past that is accounted for in the written record.
- **Petroglyph** – any carving or inscription on rock.
- **Pictograph** – a pictorial sign or symbol created by drawing or painting without carving on any kind of surface.
- **Prehistoric** – the period of the past that predates written records.
- **Preservation** - Protection; keeping from damage or destruction.
- **Rock Art** – a popular catch-all term used to refer to both petroglyphs and pictographs.
- **Vandalism** - Treasure hunting or nonscientific excavation; destruction or damage of property.

Lesson

1. Give a brief lecture on rock art. Show different examples of rock art from around the world. Distinguish between pictographs and petroglyphs.
2. Discuss where rock art can be found in South Carolina.
3. Give each student a piece of cardboard and a piece of chalk. Have your students draw a simple image, reminiscent of the petroglyphs and pictographs they just saw, on their cardboard. Have the students trace over their image multiple times to build up layers of chalk on the image.
4. Once students have traced their image multiple times, discuss with them what types of things could happen to their image that could make it fade, or “go away”.
5. As an example of the deterioration of rock art, have your students take their tissue and wipe over their image. The lessening of the image’s vibrancy shows how erosion of the rock’s surface and weather can cause rock art to deteriorate.
6. Discuss with your students the kind of effects the environment can have on rock art, like erosion, acid rain and climate change. Brainstorm ideas to combat these effects.

7. Discuss with your students how rock art is also threatened by human activity, like vandalism or accidental destruction by construction equipment. Have your students consider the ramifications of destroying and losing artifacts and archaeological sites. Brainstorm possible ways to prevent human destruction of rock art.
8. Discuss how heritage tourism helps to protect and promote historically and culturally important sites, like rock art.
9. Have each student find an example of rock art (it can be anywhere in the world, not just in South Carolina) and research it. Students should make a short presentation on the rock art site of their choosing, discussing threats to the site, efforts for preservation and heritage tourism as it relates to the site.

References

- Charles, Tommy. *Discovering South Carolina's Rock Art*. University of South Carolina Press, 2010.
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- Deacon, J. (2006). Rock art conservation and tourism. *Journal of Archaeological Method and Theory*, 13(4), 379-399.
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- Moe, Jeanne M., et. al. *Project Archaeology: Investigating Rock Art*. Project Archaeology, Montana State University, 2018.