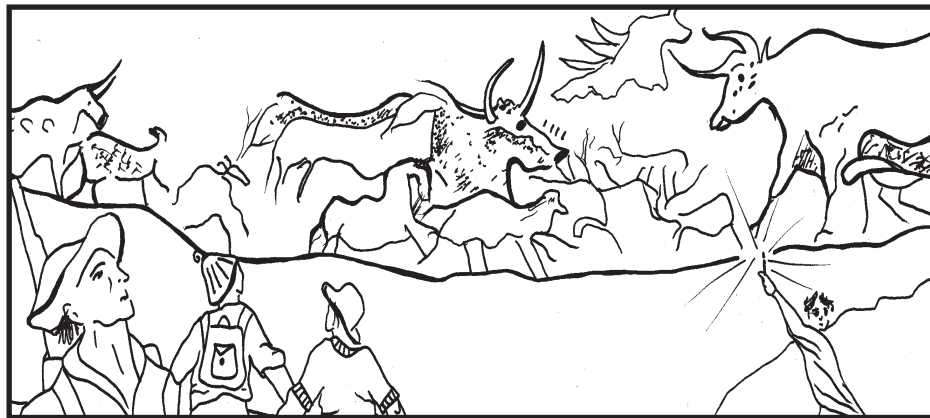


Ancient Civilizations/World History

PreHistory or Early Humankind

E-lesson 1.10 Learning about the Lascaux Caves

A free lesson/story and guided reading activity on the Lascaux Caves



*Written and Produced by Joyce and David Mollet
Learning through an interdisciplinary, integrated approach.*

The Authors

David Mollet Ph.D., began his teaching career in elementary schools in the East End of London. He taught secondary in the industrial north of England before becoming a Senior Lecturer of Education in Teacher Training. He worked as Professor of Education in California introducing creative methodology to many public schools. He now produces resource material for teachers, gives presentations at national and international conventions, and lectures and writes.

Joyce Mollet MA, began her teaching career in the East End of London. She continued teaching at elementary level in the industrial north of England, working with ethnic minorities. She has also held posts as a Lecturer of Education in Teacher Training and Director of a Reading and Language Unit for a large Metropolitan Council in the UK. She has acted as a consultant for schools in California and now produces resource material for teachers.

Copyright © 2004

Original material ISBN Nos: 0-909001-50-2/0-909001-75-8

Teachers' Education Institute, 6656 Reservoir Lane, San Diego, CA 92115

Tel/fax: (619) 463 1270 E-mail: tei@cox.net URL: members.cox.net/e-lessons

The vast majority of teachers are responsible, committed and dedicated to their students and teaching. Why aren't they empowered and trusted in the USA? Please visit <http://members.cox.net/tei> to view research showing countries where students outperform the USA, where spending is almost paltry compared with the USA, and whose administrative structures are quite different, for example where no testing or formal assessment occurs.



World History/Ancient Civilizations

Details of e-lessons at <http://members.cox.net/e-lessons> (Email David at tei@cox.net)

These e-lessons are based on the Waldorf/WideHorizon Education Teaching Packs: Ancient Civilizations

Details of **Waldorf Education Resources lessons and packs (9 Units divided into 32 SubUnits)** can be viewed at:

<http://members.cox.net/waldorfedu/waldorfeduPages/WorldH.html>

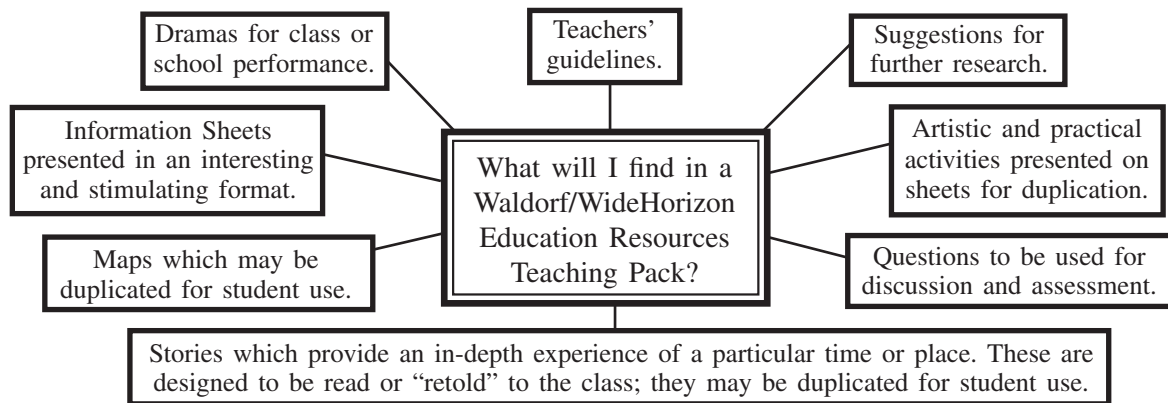
Waldorf Packs also customized to include detailed lessons guidelines and monitoring procedures - published under **WideHorizon Education Resources (9 Teacher Packs)**,

homepage: <http://members.cox.net/waldorfedu/weredu/index.html>

The first number of the e-lessons is based on the numbering of the nine Units (1-9).

Unit 1 Prehistory Unit 2 Mesopotamia Unit 3 Ancient Egypt Unit 4 Ancient Kush Unit 5 Israelites
Unit 6 Ancient Greece Unit 7 Ancient India Unit 8 Ancient China Unit 9 Ancient Rome

15 E-lessons: E-L 1.1 What are historical sources? Information, E-L 1.2 What are historical sources? Activities, E-L 1.3 Archaeology, E-L 1.4 Famous Archaeologists, E-L.1.5 Early Times: Paleontological Discoveries in East Africa, E-L.1.6 How Old Is It?, E-L 1.7 Story of Neanderthals Neândi and Lamud, E-L 1.8 Crô-Magnons, E-L 1.9 Readers Theatre activity about the Crô-Magnons, E-L 1.10 Lascaux Caves, E-L 1.11 Komo, the Storyteller, E-L 1.12 A Story about Çatal Hüyük, E-L 1.13 Houses, Clothing and Transportation in Neolithic Settlements, E-L 1.14 Food, Art and Religion, and Pottery in Neolithic Settlements, E-L 1.15 Review Exercises



The Resource Packs

The Resource Packs are structured to be “user friendly”. Each Unit is organized in modular format so that the teacher can work through it sequentially or selectively. The approach is holistic and interdisciplinary and, when appropriate, strategies or subject matter from other disciplines have been included. There is extensive variation in the material so that it relates to different abilities, interests, aptitudes and temperaments. The Resource Packs are written and organized to be developmentally appropriate. The material is formatted so that there is little need for detailed explanation describing how it should be taught. However for teachers who wish to learn something about our philosophy and approach, a Teachers’ Handbook (usually gratis) is available.

The Student

Elementary school students are not only capable of absorbing information intellectually but also expressing that material through a variety of formats. The approach encourages students to express what they have learned through a variety of creative and artistic formats and written assignments.

Outcomes and Objectives

The approach encourages students to move beyond their own experience in order to understand and respect the efforts of past historical figures. One of the best ways for students to gain this understanding is through autobiographical and biographical stories (and dramas). Students instinctively relate and empathize with figures of the past through stories. Many stories and dramas are provided from which students are able to imaginatively construct the past. Controversial issues are dealt with objectively and non-judgementally, and in the context of their time and place.

What is the story of humans on this planet?

One important tenet of our philosophy is to convey to students how the human race has, throughout history, overcome enormous odds. How the human spirit has struggled against adversity, been involved in failure and disappointment, but also achievement and success.

What is the essence of this spirit? In part it is concerned with attitudes and motivation, in part with values and beliefs. It is concerned with honor and integrity as well as deviousness and cunning; with sacrifice and love of fellow human beings. Students need to learn the achievements of their ancestors, their mistakes (do we inevitably repeat such mistakes?); where they acted selfishly and selflessly.

The Ancient Civilizations

In great part, a study of the ancient civilizations is also a study of different facets of our own nature. Any such study will also describe, if it is to be at all accurate, the religious nature of those societies. From early times the psyche of human beings has felt a profound need for the religious. We have attempted to be accurate in our descriptions of those societies and the part played by different institutions including the religious.

Conclusion

We believe that students want to learn, and given the right structure, methodology and content, they will. If learning occurs in a purposeful and appropriate manner, self-confidence and self-esteem will be increased - our material is structured for this to occur. We strive continually to improve the material and welcome constructive comment and criticism.

The Lascaux Caves by Joyce and David Mollet

Marcel Ravidat lived in a little town called Montignac on the Vézère River, in the Dordogne, in southwest France.

A day in 1940 was probably the most memorable day of his life.

A Picnic is Planned

It was the 12 September 1940, and Marcel had arranged to meet with three of his friends, Jacques, Jojo and Simon to go into the woods for the day.

They packed a picnic lunch and set off, taking Marcel's dog Robot. He was a terrier and very inquisitive. He had a great deal of energy and was always bounding all over the place.

"Put that dog on a lead," the villagers would shout to Marcel. *"He'll do some damage one day and then you'll be sorry."*

The Boys Set Out

The boys made their way up on to the rising ground to the south of the river. It was a plateau of grass with clumps of trees and surrounded by a few vineyards. It was quiet and peaceful and they often went there.

They were having a great time when Jojo suddenly said, *"Where is Robot?"*

"The last I saw of him was when he was chasing some birds," called back Simon.

They all started calling, *"Robot, Robot, come here boy."*

They searched and searched but without any success. Marcel began to get a little worried. The rest were getting tired and wishing they hadn't brought the dog.

"This is what we'll do," said Marcel finally. *"We will all whistle for him at the same time. Then keep very silent and listen."*

Robot is Found

Marcel obviously knew his dog well for soon they all heard a muffled bark not far off. They made their way towards the bark and found a small hole near the base of an uprooted fir tree.

Jojo threw a stone down the hole. It rattled as it went from side to side and then fell with a distant thud. Robot barked and they knew he was definitely down the hole.

"I shall have to get him out somehow," said Marcel.

"That is not going to be so easy," answered Jacques. *"The hole is not big enough for us to crawl down."*

"Well let's enlarge it," said Marcel, taking charge as he usually did.

Soon the hole was large enough and Marcel crawled in. His head disappeared, and then there was a loud roar from Marcel as he slithered and fell down a slope.

The boys held their breath until they heard a bump at the bottom of a cavern.

Discovering the Caves

"Are you still alive Marcel?" they shouted down the hole.

Standing up, Marcel could see that he hadn't fallen very far. *"I'm all right,"* Marcel yelled back. *"I'm in a sort of cave, not very deep. I guess the floor of the cave must not be more than 20 feet underground."*

Robot was very glad to see Marcel. He jumped into his arms almost knocking him over again!

“Why don’t you come down?” Marcel shouted up to his friends. *“But be careful, you’ll have to slither and fall some 20 feet.”*

One by one they wriggled through the hole and fell to the floor of the cave.

They were in a large cavern but the light was so dim they couldn’t see much at all. It was a little better if they looked up towards the hole. The light coming in from outside meant they could see something of the cave near the hole.

But, when they looked to one side of the cavern, all they could see was pitch blackness.

Planning to Return

“If we are going to explore further we’re going to need some lights of some sort,” said Jojo.

“Then let’s return to Montignac and come back here prepared to explore further,” said Marcel, organizing everyone once more.

With Robot tucked down the front of Marcel’s jacket, they climbed to the top of the cave. Once outside they made their way quickly home.

Marcel made a torch out of a bicycle lamp. It wasn’t the best torch in the world but it worked. They were so excited they almost ran all the way back, without Robot this time.

They had a rope with them and quickly lowered themselves through the hole and down to the bottom of the cavern.

Wonderful Things

Holding the lamp high their eyes rose to the roof of the cave, and if as one, they all let out a gasp.



They stood very still, not believing what they saw before them. On the walls of the oval shaped cave there were brightly colored, life size drawings of wild beasts.

The light of the lamp moved across them and as it did the animals seemed to be alive. They were so lifelike that they seemed to race across the wall of the cave, manes flying and hooves prancing.

Among them the boys recognized bison, deer, horses, bulls, a rhinoceros and even a man in a birdlike mask.

“Look!” said Jacques. *“There is a bison with his belly ripped out by a javelin.”*

“And that rhinoceros looks as if it is about to attack,” whispered Jojo.

By now the boys were all whispering, in awe of all that was before them.

“Some of the horses and deer seem to be running in a sort of procession,” said Simon. *“The horses’ manes look as though they are flying in the wind.”*

Marcel, for once, was speechless.

Further Exploration

When the boys had recovered from the first shock they began to move slowly down the cave. It was very eerie and their footsteps echoed, which made the cavern seem almost haunted.

The flickering of the torch made some of the animals look as though they were leaping across the walls.

Although the boys could tell what the animals were, they were not painted in a natural way. Most consisted of solid black outlines that had been colored in.

The animals were all painted in shades of black, brown, yellow and red, and were as bright and fresh as if they had been painted yesterday.

After some time the boys decided to leave. They wanted to keep the cave a secret, a special place for themselves. After much discussion, they decided to tell their school teacher, Mr. Laval.

Sharing the Secret

They would never have imagined Mr. Laval’s reaction. Once he was sure of what the boys were describing to him, he gave out a piercing cry and started dancing around the room.

“I’m going mad,” he cried, grinning from ear to ear.

He hugged each boy in turn and kept on dancing!

“You, my boys, have discovered the paintings of prehistoric people,” he confided excitedly. *“They are probably more than 15,000 years old.”*

The boys stood with their mouths hanging open.

The News Spreads

Mr. Laval passed on the news to Abbé Breuil. Abbé Breuil was a famous expert on prehistory. He, along with other French archaeologists, examined the cave and confirmed Mr. Laval’s conclusions.

Abbé Breuil told them that two different sets of painters had painted on the walls at different times. He knew this because in many places there were drawings done on top of others.

He also said that the reason the paintings seemed fresh and bright was because they had been preserved by being shut up tight in the limestone cave.

Archaeologists believe that the animals were painted many thousands of years ago by a group of people we now know as Cro-Magnons.

The paintings may have been of their hunting rituals, or even magic rituals or religious ceremonies.

Abbé Breuil was not totally sure of some of this.

He told the boys that their discovery was very important. It would become one of the most important discoveries of the century.



Guided Reading

This assignment accompanies the story *The Lascaux Caves*.

1. Ever since cave paintings were discovered, people have been in awe of the beauty of these works of art. There have been many theories put forward as to why they were painted. However, no one knows for certain why the works of art were created.

Was it to do with their religious beliefs? Was it to do with social customs? Could it have been purely artistic expression? Was it simply a means of communicating before written language was invented? Was it related to their main activity, hunting?

Your teacher will give you a copy of a blackline master. On it you will find an outline web. How many cells on the web can you fill with possible explanations of why Cro-Magnons painted the cave walls.

You might want to work individually or in small groups.

2. Theme, Setting, Characters and Plot

- a) In one short statement summarize what this short story is about.
- b) What is the setting of the story?
- c) What is the theme of the story?
- d) Who is the main character in the short story?
- e) What do you learn about the main character in the story? Support your conclusions with quotations from the story.

3. Pay particular attention to the use of dialogue in the story *The Lascaux Caves*. Notice how the speech is punctuated. Ask yourself why direct rather than indirect quotation is used.

Select two examples of direct quotation from the story and rewrite them as indirect quotation. One has been done for you.

“The last I saw of him was when he was chasing some birds,” called back Simon. Simon called back that the last time he had seen him was when he was chasing some birds.

What does direct quotation add to a narrative?

4. **The Altamira Caves in Spain**

- Similar paintings to those found in Lascaux were discovered in Altamira in Spain.
- On the next page you will find the facts related to the discovery and eventual recognition of the paintings in the Altamira caves.
- Read the information and then using your imagination create a story of the event.
- Apply, in your narrative, what you have learned about direct quotation.
- Think about *Theme, Setting, Characters, and Plot* before you start to write your story.
- Illustrate the final draft of your story with illustrations in the style of the cave art.

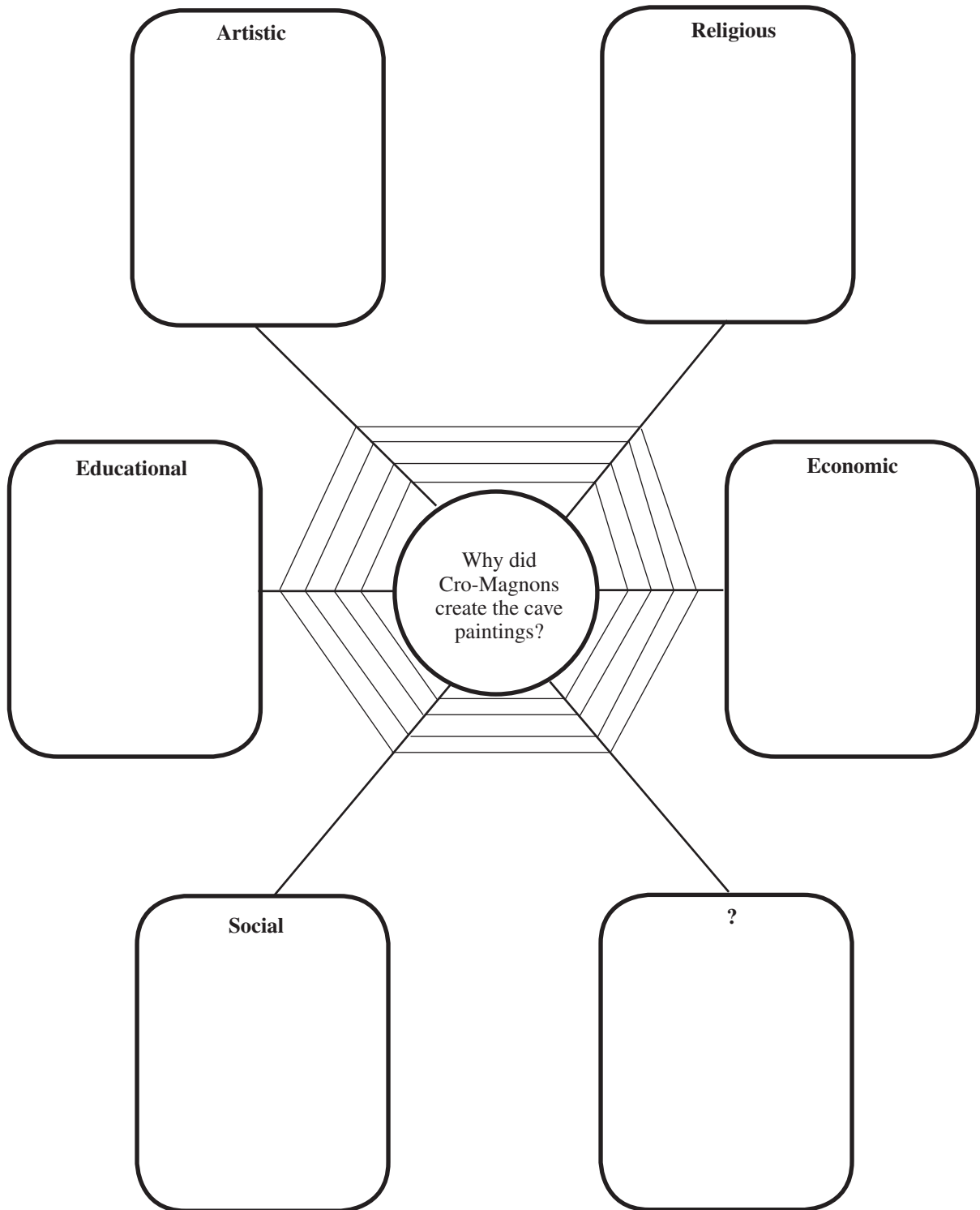


The Cave Paintings at Altamira

- In 1868, at Altamira, a hunter Modesto Cubillas, when freeing his dog from some rocks, found an entrance to a cave.
- In 1876, Don Marcelino de Sautuola, a local landowner, visited the cave at Altamira and saw some black painted signs on a wall but thought little of them.
- Later, De Sautuola became interested in prehistory and archaeology, and soon started excavating in the local caves.
- In 1879, de Sautuola returned to Altamira to look for prehistoric remains.
- In November 1879, he was digging in the floor of the cave.
- His daughter, Maria, was running around and playing. Some accounts say she was five years old and others eight or nine.
- She was exploring along a winding passage when she saw forms and figures on the roof of the cave.
- Maria first saw a cluster of bison that had remained concealed for more than 15,000 years.
- The paintings looked fresh and new.
- De Sautuola made the deduction that there was so much similarity between the huge designs and the small clay replicas that he was digging up that they were of the same time period.
- This was a big step because nothing like this had been found before this time.
- De Sautuola presented his findings to the scholars of the time.
- His claim was rejected by the scholarly world and de Sautuola was greatly affected by this rejection.
- Prehistorians of the time accused him of fraud, or of being unlearned and not having the knowledge to make such claims.
- Copies of the paintings were made public.
- It was claimed they were too good to have been made by such ancient artists.
- Leading prehistorians were invited to view the paintings but they refused.
- They condemned the claims of de Sautuola without actually seeing the paintings.
- It took many finds from other caves before the Altamira paintings were accepted.
- De Sautuola died before his work and discovery were recognized.
- It was his daughter Maria, as an adult, who saw her father vindicated.

vindicate
to clear of accusation, blame, suspicion,
or doubt with supporting arguments or
proof.

Outline Web



Details of e-lessons at <http://members.cox.net/e-lessons> (Email David at tei@cox.net)

These e-lessons are based on the Waldorf/WideHorizon Education Teaching Packs: Ancient Civilizations

Details of **Waldorf Education Resources lessons and packs (9 Units divided into 32 SubUnits)** can be viewed at:

<http://members.cox.net/waldorfedu/waldorfeduPages/WorldH.html>

Waldorf Packs also customized to include detailed lessons guidelines and monitoring procedures - published under **WideHorizon Education Resources (9 Teacher Packs)**,

homepage: <http://members.cox.net/waldorfedu/weredu/index.html>

Contents of original material ISBN Nos: 0-909001-50-2/0-909001-75-8

Waldorf Education Resources: Prehistory ISBN No: 0-909001-50-2

Module	Page
1.1 Introduction - Teachers' Guidelines (TG)	1
1.2 Historical Sources	
Introduction - Student Information Sheet (SIS)	4
Historical Sources - SIS	5
Historical Sources - Student Activity Sheet (SAS)	8
Archaeology - SIS	9
Archaeology - SAS	11
Andrea and her Archaeological Dig - Story - Autobiographical	13
Famous Archaeologists - SAS	14
Dating - SIS	15
Scientific Dating - SAS	17
Dendrochronology - SAS	18
1.3 Neanderthals	
Neanderthals - SIS	19
Neândi and Lamud - Story - Biographical	21
Neanderthals - SAS	23
1.4 Crô-Magnons	
Crô-Magnons - SIS	24
The Lascaux Caves - Story - Autobiographical	26
A Crô-Magnon Settlement - SAS	28
1.5 Early Farming Communities	
A Changing Way of Life - SIS	29
Komo's Farming Community - Story - Autobiographical	31
James Mellaart - Story - Autobiographical	32
Çatal Hüyük - SAS	34
1.6 Review Exercises	
Historical Sources - Student Review Sheet (SRS)	35
Dating - SRS	36
Çatal Hüyük - SRS	37
Early Humankind - SRS	38
Answers - TG	39
1.7 Suggested Discussion Points - TG	39
1.8 Appendix - TG	40

Student Guide..... i

Module 1 - Understanding the Past

Lesson 1

Introduction - Student Information Sheet (SIS).....1
Historical Sources - SIS3
Historical Sources - Student Activity Sheet (SAS)6
Evaluating Sources - SAS7

Lesson 2

Archaeology - SIS.....9
Archaeology - SAS11
Andrea: Aspiring Archaeologist - Story12
Guided Reading - SAS14
Famous Archaeologists - SAS.....15

Lesson 3

Early Times - SIS16
Guided Reading - SAS18

Lesson 4

How Old Is It? - SIS19
Scientific Dating - SAS21
How Old Is It? - SAS22

Lesson 5

Background to Neanderthals - SIS23
Neanderthals - SIS24
Neândi and Lamud - Story.....26

Module 2 - Cro-Magnons and Neolithic Farmers

Lesson 1

Cro-Magnons - SIS29
Readers Theatre - SAS32

Lesson 2

The Lascaux Caves - Story.....33
Guided Reading - SAS36
The Cave Paintings at Altamira - SIS37

Lesson 3

Komo - Story38
A Changing Way of Life - SIS.....40
Domestication - SAS42
Domestication: Table of Information - SIS43

Lesson 4

Çatal Hüyük - Story44
Çatal Hüyük - SAS.....47
Çatal Hüyük: Review Exercise - SAS48

Lesson 5

Neolithic Settlements - SAS.....49
Houses - SIS50
Clothing - SIS51
Transportation - SIS.....52
Food - SIS53
Art and Religion - SIS54
Pottery - SIS.....55
Aids to Report Writing - SAS56

Index57