



FLUENCY,  
ORIGINALITY,  
FLEXIBILITY &  
ELABORATION

Thinking  
strategies  
to enhance skills  
of analysis,  
creativity,  
and problem  
solving.

## MODERN DAY CAVE ART

**Brief Description of the Lesson:** Using Fluency, Flexibility, Originality, and Elaboration, students will create cave art that represents modern day events.

**SOL/POS Objective:** *(List number and specific objective.)*

**SS 5.2.**

Acquire knowledge and understanding of world history and geography with a focus on early civilizations.

**Instructional Strategy:**

Generating and Testing Hypotheses- Students develop original artwork to illustrate modern day events.

**Materials:** Pencil, sketch paper (newsprint or manila), various types of art materials

**Enduring Understanding:**

- Fluency, Flexibility, Originality, and Elaboration (FFOE) enhance the creative process.
- There is more than one way to solve a problem.
- Brainstorming and sketching many ideas (fluency & flexibility) will lead to original ideas.
- Art has been essential in recording and understanding ancient civilizations.
- Art communicates without words.
- History needs to be recorded and preserved for future civilizations and people.

**Introduction/Essential Questions:** *(What influences your reaction to an issue or a problem?)*

- How does FFOE enhance your creativity?
- How can FFOE help to brainstorm many solutions to one problem?
- Why is your first idea not always your best?
- Why is art important?
- How is art historical evidence of ancient civilizations?

**Teach and Explore Strategy:** *(Steps in teaching the process and exploring applications)*

Prior to teaching this lesson, be sure to have taught or reviewed the introductory thinking process lesson. Help focus students' thinking by reminding them of the metacognitive component of this lesson.

- Introduction
  - Where do we learn or get information about history?
  - Where does the information come from that we find in books and on the Internet?
  - For example, how do we know how the pyramids were built? How do we



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- know that the Greeks and Romans believed in more than one god?
- For centuries, anthropologists, archeologists, and historians have used art as a way to learn how ancient civilizations lived and what they believed. Art allows us to be creative and express our feelings, but it is also a way to record major events that take place.
- Tell me what you know about Cave Art. What did we learn from it?
- Why do you think they drew the pictures so deep in the caves?
- How do we record history today?
- Activity
  - Today in class you will be using Fluency, Flexibility, Originality, and Elaboration to decide the best way to record and preserve history. You will then create documentation of an important historical or life event.
  - With a partner, brainstorm as many answers as possible to the following questions. *~Remember to think outside the box, allowing yourself to be flexible with solutions.*
  - Once you have at least 5-10 ideas, each person will choose an idea they feel is original. Elaborate and use to create documentation of a historical event of your choice.
  - Questions to consider:
    - What if a thousand years from now they do not understand our written language? How could we communicate what life is like for us on earth in the 21<sup>st</sup> century?
    - Where might art exist that would be kept safe for thousands of years?
    - What materials might we use to create art that would not fade over time?
    - What is important for them to know to be able to understand who we are?
    - What historical events have touched your life?
- Students should explain their method for documenting history and provide an example of a historical event they might document.

**Assessment Evidence:** (Discussion, teacher observation, completed product, student reflection...)

- Students will be asked to share their artwork and provide information on how they would have it preserved and why they chose that specific historical event.
- Students will offer suggestions and concerns to each other on why such a preservation method would or would not work.
- Teacher observations
- Completed artwork and brief written explanation

**Metacognition:**

- What kind of thinking did you use to create your unique way to preserve history?
- Why is it important to elaborate on your ideas?
- How can you use ideas that exist already and make them original?



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**Extensions:**

- This could be a major project that students work on over a quarter, culminating in a presentation that would allow others to consider their artwork and provide feedback.
- Could be used for curriculum night as a way to show what they are learning in class.
- Students could tie in math by taking a survey in other classes and different grade levels to chart what students see as the most important historical events in the last 20 years that they have learned about, or the most important events that have taken place in their lives.