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The following lessons were created by **Lizzy Evers**, a teacher participating in a National Endowment for the Humanities Summer Institute for Teachers entitled Touch the Past: Archaeology of the Upper Mississippi River Region.

Art as an Expression of Culture in Context

Grade Level 3rd-5th

Subjects Inquiry & Art

Objectives By the end of this unit my students will be able to see native art as an expression of diverse and rich cultures.

Standards

- AR.03.CP.01 Use experiences, imagination, essential elements and organizational principles to achieve a desired effect when creating, presenting and/or performing works of art.
- AR.03.CP.02 Explore aspects of the creative process and the effect of different choices on one's work.
- AR.03.CP.03 Create, present and/or perform a work of art that demonstrates an idea, mood or feeling.
- AR.03.HC.01 Identify an event or condition that influenced a work of art.
- AR.03.HC.04 Describe how the arts serve a variety of purposes in the student's life, community and culture.
- SS.03.GE.05 Understand how peoples' lives are affected by the physical environment.
- SS.03.SA.03 Identify and compare different ways of looking at an event, issue, or problem.
- SS.03.SA.04 Identify how people or other living things might be affected by an event, issue, or problem.

Duration

This may take 3-4 sessions of Art and Inquiry, 1-2 hours each.

Materials/Supplies

<i>Raffia*</i>	<i>Charcoal</i>	<i>Wooden doweling#</i>	<i>Beans</i>
<i>Pearl or white buttons*</i>	<i>Quick-drying clay*</i>	<i>Leather ties*</i>	<i>Quick-drying clay*</i>
<i>Birch bark^</i>	<i>Rock/stones^</i>	<i>Shells*</i>	<i>Corn husks</i>
<i>Hides*</i>	<i>Animal Hooves^</i>	<i>Pine needles^</i>	<i>Brown grocery bags</i>
<i>Cedar: shavings, bows, planks^&</i>	<i>Wood: blocks, cases, boxes, human-like figures*#^</i>	<i>Paint: black, white, red, yellow, blue, brown</i>	<i>Chalk: brown, red, yellow, black, orange</i>
<i>Felt: red, black, white*</i>	<i>Feathers: bright*^</i>	<i>Sand*#</i>	<i>Calendar pictures</i>

*: fabric or craft store, #: hardware store, ^: Mom & Dad's, &: pet store

Vocabulary

Region, culture, environment, resources, tools, art, artifact

Background

At our school the third grade theme is Interdependence, it hangs in our grade-level pod to remind us all. We learn how things are related, dependent on each other in every unit we study: Kingdom of Living Things, Space, Pioneers, Structures, Portland History. One of our attention-getters is a call-and-response: the teacher calls out "Interdependence" and the students reply, "Two things that work together."

Before this unit on Native Americans, our classes will have studied the Five Kingdoms of Living Things in the context of Northwest habitats, in particular the life cycle of the Pacific salmon and how each kingdom and component in an environment is depend on other species and others are dependent on them.

In the fall, we study the four basic regions of Native American/First People/Indigenous People: Northwest, Southwest, Plains and Eastern Woodlands. We spend a week, loosely, on each region culminating in (1) student selected tribal research project and speech (2) potlatch, a Northwestern trading bazaar of student-made items.

Each region of the US supplied different resources to the local people. The people of the Northwest, with its temperate rainforests and coastal waters and rivers, depended greatly on the cedar and the salmon runs. In contrast, the people of the Southwest, utilized the little water they had for agriculture, the rocky cliffs and the clay for shelter and tools. The tribes of the Plains lived off of the buffalo, every aspect of their lives were affected by the migration of the buffalos. The Eastern Woodland people migrated in a seasonal round, gathered and hunted among the forests around them.

Art is an expression of culture in context. By learning about the regions of the Native Americans, the artifacts we have found, the stories that continue to this day and the art that remains, we can learn and infer about the cultures of the peoples that lived before us.

Setting the Stage

Every week we have 1-2 hours of art. Most of the art lessons begin with consuming (visually) pieces of art. Then we share some observations, commonalities, discrepancies; we critique it, analyze it. But before we produce art, we practice. I give my students time to explore the media we will be using. Then I go step-by-step by direct instruction to help the students create a menu of artistic options they can choose from for that particular media. Those menus are then attached to their personally-created sketch books for them to refer to through the year. The sketch books will play an important role in this project, as a resource for them to refer back through the work time.

Procedure

This event will occur at beginning of our Native American unit, as a "hook" to the four-week unit. Break your class into four or eight groups, depending on your class size and personalities. Each group is given a bag of "resources" similar to that found among the environments of the four basic Native American regions as well as the calendar pictures showing the particular

environments. With this tool kit, each group will be given the directive to create one piece of art that has meaning to them. By this point in the year the students will have some basic knowledge of various art techniques in general medias. Ask them to go through their tool kit and discuss the various uses of their items. Look closely at the calendar pictures of that particular region, sharing observations and wonderings, “I notice...” or “I wonder...” about what they see in the pictures or the supplies in their toolkit. Then have the groups sketch out a plan for their piece of art as well as an explanation of the significance on the attached page. Then they can have time to create their piece of artwork. After every group is finished, plan an “Artwalk” around the groups to allow for everyone to take-in the pieces of artwork and prepare compliments or questions. Bring the class to the community circle and allow each group to present their piece of art to the group, sharing its significance as well. After each group presents, give time for 2-3 questions or compliments from their classmates. The artifacts created from this group art project can be kept around the classroom, in the communal pod or another place where they can be seen but not disturbed.

Closure

Then as the weeks progress and the regions of the Native Americans are studied, point out the pieces of artwork that were created by our classmates, using similar resources. Comparing and contrasting the authentic Native art with the contemporary piece of art, their diverse meanings, their significance to their creators and the reflection they hold within their perspective communities.

Evaluation

How did the students work together in groups? How did they engage with the directive, express their ideas, compromise?

How did their artwork align with their sketch?

How did they present their artwork to the class?

Throughout the unit, how did they compare/contrast their work with authentic tribal art?

How well can they connect the native art to the culture it represents?

Links/Extension

-Watch videos of native artisans: Discovery Streaming Videos

-Upload student art: www.Artsonia.com

-Flint knapping: <http://www.oregonthundereggs.com/coons.html>

-Field trip: Horse Thief Lake State Park, WA, aka Columbia Hills State Park,

“Horse Thief Lake section of the Columbia Hills State Park is a National Historic Site.

Guided tours of the pictographs and petroglyphs (Indian rock art) 10 a.m. on Fridays and Saturdays, April to October. Reservations are required. To make a reservation, call the park office at (509) 767-1159. If you reach the answering machine, leave a detailed message with your party size, the dates you have in mind, and your name and phone number. If a ranger does not return your call, call the office again. Do not come for a tour without verbally confirming with a ranger that your reservation has been made. It is advisable to reserve at least two or three weeks in advance, as tours are limited to 25 people and fill up fast. To ensure your desired dates, please call as far in advance as possible.”

-Educational Resources: Oregon Archeological Society

-Flint Knapping article/expert: Culturewatch: Northwest

-Flint Knapping videos: www.youtube.com

-Field trip to: The Lelooska Foundation

References

- Theler, James. Oral lectures. UW-L. 2011.
- Guthrie, R. Dale. The Nature of Paleolithic Art. p209-301.
- Price, T. Douglas. Images of the Past. McGraw Hill. Boston, MA. p1-33.
- <http://www.ode.state.or.us/>
- Banet, Jacquie, Anne Burke & Elizabeth Evers. Native American Unit Plan. Portland, OR. 2009.

Names _____

Date _____

Miss Evers' Native Artist Groups



Your Tools: Circle the column that matches your toolkit.

A	B	C	D
<i>Raffia</i>	<i>Charcoal</i>	<i>Brown paper</i>	<i>Birch bark</i>
<i>Pearl buttons</i>	<i>Chalk</i>	<i>Charcoal</i>	<i>Raffi</i>
<i>Paint: black, white, red</i>	<i>Wooden human body figure</i>	<i>Paint: red, brown, black, yellow, blue</i>	<i>Paint: red, black, blue</i>
<i>Cedar: shavings, bows, planks</i>	<i>Paint: white, black, yellow</i>	<i>Wooden doweling</i>	<i>Charcoal</i>
<i>Felt</i>	<i>Feathers: bright</i>	<i>Feathers</i>	<i>Stones/rock</i>
<i>Wooden: blocks, cases, boxes</i>	<i>Sand</i>	<i>Animal hooves</i>	<i>Quick-drying clay</i>
<i>Shells</i>	<i>Rock/stones</i>	<i>Raffi</i>	<i>Feathers</i>
<i>Leather ties</i>	<i>Quick-drying clay</i>	<i>Leather ties</i>	<i>Shells</i>
	<i>Corn husks</i>	<i>Hides</i>	<i>Wooden doweling</i>
	<i>Beans</i>		<i>Pine needles</i>
			<i>Leather ties</i>
			<i>Hides</i>

Sketch or Plan for your artifact:

Write 2-4 sentences sharing the meaning of your artwork.

Why did you make the choices you made? What does it mean to you? Is it used to tell a story?
