ARTS IMPACT PROJECT BASED LEARNING UNIT PLAN

Visual Arts and STEM Infused PBL Unit

Then and Now: Celebrating Local History of Indigenous People
Authors: Kate Ayers, Andrea Murray, Monica Barajas
with Carol Gould

Grade Level: 3rd

Project Idea:
The three classes will go to the Duwamish Longhouse as our entry/kick-off event. This will lead the students to asking questions about the tribe in the past and today. Students will discuss culture and environment including salmon, traditions, and art. Students will design and create their own art work inspired by the art of coastal natives and on February 14th they will teach other classmates to make a smaller version of the art while enjoying a potlatch like party. The final culminating event will include classroom created Spark videos to share and educate others about the unit experience.

GLAD: This PBL unit enriches the larger GLAD unit that we are teaching over a three month period.

Driving Questions:
How do we honor and support Native Americans of today?
How can story telling and the arts teach us about people?

Unit Summary (Completed at end of project. Use for sharing out public product.)
Students explore the art, stories, culture and history of the Northwest Coastal Native American/Duwamish tribes through real life experiences and responding to, creating, and sharing art.

Learning Targets and Assessment Criteria

Target: Observes and identifies cultural aspects of Northwest Native American/Duwamish tribes in history and now.
Criteria: Draws/sketches observations while at the Duwamish Longhouse and shares discoveries. Brainstorms ways to use this information to create art inspired by the tribes.

Target: Creates a symbol inspired by Northwest Coastal Native American art.
Criteria: Synthesizes learning to create an animal representation with meaning (observations, sketches, research of traditional native art forms, and understanding of traditional native stories).

Target: Creates art and collaboratively shares learning.
Criteria: Explores the media of printmaking, painting on cedar, or clay and uses new knowledge to guide and instruct others to do the same. Communicates pbl process/learning with media arts.

Vocabulary
Arts:
Formline, organic shape, symmetry, contour, ovoid, color palette, 2-D, 3-D, printmaking, graphic design, sculpture

Arts Infused:
Symbol, design, culture

English Language Arts
Fable, legend, folklore, oral tradition

STEM:
Geography, resources

21st Century Skills:
Collaboration, Communication, Perseverance

Social Studies:
Indigenous, Region, Anthropologist

Cultural Contributions (Cultural Norms)

Materials

Resources (Websites, experts, texts)
Once and Future River - Reclaiming the Duwamish, Photographs by Tom Reese, Essay by Eric Wagner (also YouTube video)
The Legend of Salmon Boy; The Girl who Loved Wild Horses
The longhouse with all of the parts and benches.

Museum Artworks or Performance
Duwamish Tribe- Story Teller (TBD)
Seattle Art Museum

Ipads/Adobe Spark Program

Materials
Sculpture: Clay, clay tools; Printmaking: Surface is inked and transferred (gel plate, stamp, scratchfoam, layered paper/cardboard)
Brayers, block printing ink, stamp pads, paper;
Graphic Design/painting: Small cedar panels, (traditional Native Coastal colors of acrylic paint)? Brushes, palettes, water, containers
Seattle Art Museum Resources

Charles Edensaw, Painted woven hat 83.226

Native American, Tlingit Yeihl Nax'ìn, Spruce with paint 79.98

Unxalk Sinxolatla, Red cedar wood, alder wood, and paint 91.1.5
Standards to Drive the Inquiry

**Arts**

**WA Arts Learning Standards**

For the full description of each anchor standard and the grade level performance standards, see: [http://www.k12.wa.us/Arts/Standards](http://www.k12.wa.us/Arts/Standards)

Anchor Standard 2: Organize and develop artistic ideas and work.

Performance Standard (VA:Cr2.2.3)

a. Demonstrate an understanding of the safe and proficient use of materials, tools, and equipment for a variety of artistic processes.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Performance Standard (VA:Pr6.1.3)

a. Identify and explain how and where different cultures record and illustrate stories and history of life through art.

Anchor Standard 7: Perceive and analyze artistic work.

Performance Standard (VA:Re7.2.3)

a. Determine messages communicated by an image.

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Performance Standard (VA:Cn10.1.3)

a. Develop a work of art based on observations of surroundings.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Performance Standard (VA:Cn11.1.3)

a. Recognize that responses to art change depending on knowledge of the time and place in which it was made.

Performance Standard (MA:Cn11.1.3)

a. Identify how media artworks and ideas relate to everyday and cultural life and can influence values and online behavior. b. Examine and interact appropriately with media arts tools and environments, considering safety, rules, and fairness.

**English Language Arts**

**Common Core State Standards in ELA**

For a full description of CCSS Standards by grade level see: [http://www.k12.wa.us/CoreStandards/ELAstandards/](http://www.k12.wa.us/CoreStandards/ELAstandards/)

RI 3.3 Describe the relationship between the historical events and cause/effect.

RL 3.2 Recount stories, including fables, folktales, and myths from diverse cultures.

**Social Studies**

Geography WA 3.2.1 How the environment effects cultural groups and how cultural groups effect the environment.

**21st Century Skills**

(Select the one or two that are most important in this lesson and delete the others.)


- Creative Thinking: Gathers ideas; considers and tries multiple solutions; makes artistic choices
- Critical Thinking: Asks clarifying questions; uses evidence to question or explain creative choices; constructs meaning
- Communication: Actively listens; expresses ideas – visually/physically/verbal; responds to others
- Collaboration: Communicates ideas to others; makes compromises; and incorporates input/feedback
- Perseverance: Persists in adapting ideas to work through challenges
- Growth Mindset: Takes risks; embraces alternative possibilities; work develops over time
Teacher Project Planning

(Questions for teachers.)

1. **What will the entry event be to launch this unit?**
   Visiting the Duwamish Long House sometime between the 3\textsuperscript{rd} of January and the 22\textsuperscript{nd} of January. We would invite a storyteller or have drum circle. (Duwamish Tribe-James)

2. **What resources might we need?**
   (Experts, fieldtrips, texts, websites, data, equipment, materials)
   Duwamish Tribe Story Teller, Drum Circle, Art Supplies, Books on the subject, GLAD Unit (First Nations of North America), I-Pads (Field Trip)

3. **What is the duration of this unit?**
   3-4 weeks

4. **What will be group work?**
   Listening to and participating in the storytelling. Responding to the video and book about the changes in the river.
   **What will each individual student do?**
   Each students will create their own art piece that represents an animal symbol. Preparing questions for the interviewer.

5. **What will the formative assessments/moments for reflection be?**
   (Journal entries, plans, outlines, rough drafts, sketches, turn and talk, physical brainstorm, idea mapping, diagramming)
   Sharing Longhouse sketches and notes, Peer to peer story analysis, Noting and sharing research findings, Brainstorm lists, Reviewing/curating project videos/photos: Conceptualizing and sharing ideas/plans for Spark video.

6. **What will the summative assessment/public product be?**
   (Performance, exhibition, publication, public presentation, website, installation)
   Potlatch (Potluck)- A potlatch is a gift-giving feast practiced by indigenous peoples of the Pacific Northwest Coast of Canada and the United States, among whom it is traditionally the primary economic system.

   - 3\textsuperscript{rd} graders would lead stations and share with the other third graders how to do the specific art project that they did for the PBL unit. (Invite staff, community members, and Duwamish tribe leaders)

   Students will create a Spark Video to educate/show others about the Duwamish Tribe.
Facilitating Student Understanding of the Problem

(Questions to guide student inquiry.)

1. What do we know about this problem before we begin?

2. What do we need to learn in order to solve it?

3. Where will we look for resources?

4. Who is our audience? Who will be helped by our solution?

5. How will we share our solution?

6. How will we assess our own learning?

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PBL Unit Outline of Inquiry

(Begin each step with a question. Follow that with a brief description of what students do to address the question.)

1. What was a longhouse really like?
   - The students visit the Duwamish Longhouse and bring sketch books to make illustrations, write down questions, and/or project ideas for their potlatch.
   - The students share observations, sketches, questions and ideas.
   - Students identify attributes of Duwamish art and culture and brainstorm ways that they could be incorporated into their own art.

☑ Student reflection and assessment: Draws/sketches observations while at the Duwamish Longhouse and shares discoveries. Brainstorms ways to use this information to create art inspired by the tribes.

2. How can we find more about the Duwamish and other Coastal people through literature?
   - The students listen to and read Native American folktales, legends, and informational text regarding the river, stories, and the legends of the animals. Possible book: The Girl who Loved Wild Horses by Paul Goble.

☑ Student reflection and assessment: Discuss what they have learned about Coastal Native American culture through stories (relationship to environment, family and community, spiritual beliefs, role and origin of traditional art forms, shared stories, themes)
3. What symbol, using Coastal Native American art as inspiration, can I create to use in an art project that I can teach my classmates? What animal symbol is meaningful to me? Why?
  - The students view Native art and artifacts in technology class and look for and note color, pattern, and images: this will support brainstorming ideas for creating their own animal symbol later.
  - The students research the meaning of different art symbols in Native American art and stories and choose an animal symbol with personal meaning.
  - Classroom 1 (Hubbard’s homeroom) will make prints using an animal symbol design. Classroom 2 (Murray) will make clay sculptures representing a symbolic animal design of their choice. Classroom 3 (Barajas) will create graphic design of their animal symbol to be painted on cedar bark. These lessons will be taught in miniature to their peers during the Potlatch.

☐ Student reflection and assessment:
Synthesizes learning to create an animal representation with meaning (observations, sketches, research of traditional native art forms, and understanding of traditional native stories).

4. What was a real potlatch like and how can we have our own?
  - The students will participate in a three class potlatch where they will share art, food, music, and information. *Date February 14th
  - The students will be divided in groups of three (1/3 of each class).
  - The students share their new knowledge of how to create a sculpture, print or graphic design inspired by Northwest Native American art with the other two classes.
Student reflection and assessment: Explores the media of printmaking, painting on cedar, or clay and uses new knowledge to guide and instruct others to do the same.

5. How can we use video to educate others about the Duwamish Tribe today?
   - The students will take pictures and video during the potlatch which will later be turned into Spark Videos to be shared with others.
   - The students collaborate to identify audiences they would like to share videos with.
   - The students collaborate to identify what they want to communicate to this audience about the Duwamish tribe and the project.
   - The students collaborate to use media arts technology to effectively tell the story of their learning.

Student reflection and assessment: Communicates pbl process/learning with media arts.

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<thead>
<tr>
<th>Public Product/ Sharing</th>
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<tbody>
<tr>
<td>Who is our audience?</td>
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<tr>
<td>Our school and our community: staff, community members, and Duwamish tribe leaders.</td>
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<td>Begin with a question, followed by the description of the culminating event that shares the learning from the PBL unit.</td>
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<tr>
<td>How can we use our art and learning to educate and show others about the Duwamish Tribe today?</td>
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<td>The final culminating event classrooms will create Spark videos to share and educate about the unit experience with others.</td>
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ARTS IMPACT LESSON PLAN Visual Arts and STEM Infused PBL Unit
3rd Grade: *Then and Now: Celebrating Local History of Indigenous People*
The following assessment checklist can be used along with other assessment tools developed by teachers and students.

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<thead>
<tr>
<th>Disciplines</th>
<th>VISUAL ARTS/SOCIAL STUDIES</th>
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<tbody>
<tr>
<td>Concept</td>
<td>Northwest Coast Native American Culture</td>
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<td>Criteria</td>
<td>Draws/sketches observations while at the Duwamish Longhouse and shares discoveries.</td>
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What was effective in the unit? Why?

What do I want to consider for the next time I teach this unit?

What were the strongest connections between arts discipline and STEM?

Teacher: ___________________________  Date: ________________
ARTS IMPACT FAMILY LETTER

ARTS AND STEM INFUSED PBL UNIT: *Then and Now: Celebrating Local History of Indigenous People*

Dear Family:

We are engaged in a Visual Arts-infused project based learning unit in which we are trying to solve this challenge:

**Driving Questions:**
How do we honor and support Native Americans of today?
How can story telling and the arts teach us about people?

- We asked: How can we find more about the Duwamish and other Coastal people? We first visited a longhouse. Then we asked questions about the tribe in the past and today.
- We researched and responded to traditional art and stories from these native groups.
- We created a meaningful animal symbol inspired by the knowledge we have gained about Coastal Native American art.
- We explored new visual art skills and techniques to create a sculpture, print or painted design of our symbolic animal.
- We celebrated our learning by having a Potlatch inspired event where we shared our new arts knowledge by teaching other students how to make what we made.
- We created Spark videos to document and share the unit experience with others.

At home, you could extend the learning by learning about the culture, hearing the stories, and making art inspired by other indigenous groups in this country or the world.