# ARTS IMPACT PROJECT BASED LEARNING UNIT PLAN

Visual Arts and STEM Infused PBL Unit

Then and Now: Celebrating Local History of

Indigenous People

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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, folktale, oral tradition

STEM:

Geography, resources

21st Century Skills:

Collaboration, Communication, Perseverance

Social Studies:

Indigenous, Region, Anthropogist

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 You Tube 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

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Seattle Art Museum Resources

Charles Edensaw, Painted woven hat 83.226

Native American, Tlingit Yeihl Nax’in, Spruce with paint 79.98

Unxalk Sinxolatla, Red cedar wood, alder wood, and paint 91.1.5

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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

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/

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 envirionment 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.)

http://www.p21.org/our-work/resources/for-educators

• 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/verbally; 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

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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 3rd of January and the 22nd 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.

-3rd 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.

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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?

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.

ﬂ 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.

ﬂ 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)

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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.

ﬂ 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 Feburary 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.

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ﬂ 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.

ﬂ Student reflection and assessment: Communicates pbl process/learning with

media arts.

Public Product/Sharing

Who is our audience?

Our school and our community: staff, community members, and Duwamish tribe

leaders.

Begin with a question, followed by the description of the culminating event that

shares the learning from the PBL unit.

How can we use our art and learning to educate and show others about the

Duwamish Tribe today?

The final culminating event classrooms will create Spark videos to share and

educate about the unit experience with others.

ARTS IMPACT LESSON PLAN Visual Arts and STEM Infused PBL Unit

3rd Grade: Then and Now: Celebrating Local History of Indigenous People

CLASS ASSESSMENT WORKSHEET

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The following assessment checklist can be used along with other assessment tools developed by teachers

and students.

Disciplines VISUAL ARTS/SOCIAL STUDIES Total

Concept Northwest Coast Native 6

American Culture

Symbol Skills and

Techniques

Collaboration and

Communication

Criteria

Student Name

Draws/sketches

observations while

at the Duwamish

Longhouse and

shares

discoveries.

Brainstorms

ways to use

information

to create

art inspired

by the

tribes.

Synthesizes

learning to

create an

animal

representation

with meaning.

Explores the

media of

printmaking,

painting on

cedar, or

clay.

Uses new

knowledge

to guide and

instruct

others

Communicates

pbl process/

learning with

media arts.

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Total

Percentage

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:

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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.