

Alaska History, Geography, and Cultural Trade, Art Project

Teacher: David Sheakley-Early

Date: 27 June 2016

Period: TBD

Class: Art, Art History, Geography, Alaska History

Standards addressed:

This lesson plan meets the following Alaska Standards and Cultural Standards.

Alaska Standards:

- Arts Standard A: A student should be able to create and perform in the arts.
- Arts Standard B: A student should be able to understand the historical and contemporary role of the arts in Alaska, the nation, and the world.
- Geography Standard D: A student should understand and be able to interpret spatial (geographic) characteristics of human systems, including migration, movement, interactions of cultures, economic activities, settlement patterns, and political units in the state, nation, and world.
- History Standard B: A student should understand historical themes through factual knowledge of time, places, ideas, institutions, cultures, people, and events.

Cultural Standards:

- Standard A: Culturally-responsive educators incorporate local ways of knowing and teaching in their work.
- Standard B: Culturally-responsive educators use the local environment and community resources on a regular basis to link what they are teaching to the everyday lives of the students.

Purpose/Objectives/Outcomes:

- Students will create a 3D art piece that will rely on trade and relationships with other student groups in the class.
- Students will explore and understand the techniques (carving, beading, weaving, etc.) that Alaska Native art is created by and some of the interactions that influenced each region.

Essential Question(s):

- In what ways can art be influenced?
- What regional restraints can there be when creating art?

The Student will be able to (The Big Picture):

- Students will be able to make connections with the influences that neighboring regions, such as Alaska, have on each other and the necessity there is to trade and communicate with other regions.
- Students will be able to take these concepts and create a 3D piece of art using trade and cooperation to obtain the needed supplies for the project.

Student Engagement:

- Students will be working in groups and individually through different parts of this lesson.
- Students will be working with the teacher to get instructions and direction for the student projects and information.
- Students will be working with books, online resources and art and maps in the classroom.
- Students will create their own “region” of artwork independently.
- Students will collaborate with each other to share region artwork and then integrate different regional influences into their own art.
- Students will ask questions and at times struggle to develop their own ideas.

Assessment of Student Outcomes:

- Students will be assessed on their final art piece.
- Students will be assessed through a final discussion of the influences and trade that regions have within Alaska.
- Students will be assessed on the connection that they can make between the lesson and other connections in the home region, state and world.

Materials/Resources:

Supplies: Glue guns, Glue sticks, glue paste, cotton balls, feathers, shells, acrylic or tempera (poster) paint, markers, twine, leather, bones, antlers, wood pieces, construction paper, scissors, cardboard, buttons, felt, corks, fur (real or imitation), plugin power strip, beads, and other art supplies as teacher sees fit.

Resources: Alaska History and Culture- <http://www.akhistorycourse.org/alaskas-heritage/table-of-contents> , Alaska Digital Archives- <http://vilda.alaska.edu/>, Alaska Regional Maps, Alaska topo maps, Alaska geography book, Alaska art history book.

Technology: Computer and internet.

Instructional Strategies, Accommodations, and Student activities:

Summary:

This lesson is broken into three parts: Introduction: History, Geography and Research, Trade of Resources and Creation of Regional Art, and Conclusion of Art Project and Discussion (assessment) about Trade and Art with Deeper Understanding of How Art and Trade can be Applied in other Situation.

During the first part, students will examine and research the regional boundaries of Alaska. They will work in groups and find similarities and differences about regional artwork in Alaska. Some differences that students will be looking for are the resources that are available in the different parts of Alaska and how that potentially influences that region's style of art.

In the second part of the lesson, students will create a 3D art piece using art "resources" that are provided to them at each table. The class will be divided into five to seven groups. Each group or "region" will have to trade with neighboring regions to acquire enough resources to complete their art project. The type of art piece created may be up to the individual students and may or may not be influenced from some of the Alaskan art that was found in the research.

The third part will be a student led group discussion, where students discuss the connections that each region/group made in order to obtain the necessary resources for their art project. The class will also explore other trade and influences that are made within their local community and around the world. This will be their final assessment.

Opener:

Have students look through some of the Alaska art books in the class room. Ask the students to make observations from what they saw in the art. What did you see? What was it made of? What did it look like? Was it similar to other art in other books? (General observations).

Body:

Part One – Introduction: History, Geography and Research (~Day One and Two): After students make general observations of the artwork, have students look at the map of Alaska and the regional boundaries that exist. Look also at a topo map to see the layout of the land. Look for water sources, i.e. oceans, lakes, rivers.

Look at the history of first contact with Russian, United States, Canada, and other countries. What influences did these countries bring? What was traded with outside groups? How did resources get from one side of the state to the other?

Students will explore some of the Alaska Native art and what influences there are to and from neighboring regions or contact from other areas.

Part Two – Trade of Resources and Creation of Regional Art (~Day Three through Five): The class will be divided into five to seven groups. Tables should be set up so that there is one central table with other table surrounding the center group. On each table, the art supplies will be divided for each group/region but there should be no set of art supplies that are on more than one table (simulating different resources specific to certain regions). Students will create an art project (each student will make one) that uses the materials at their table as a starting point. If there are materials that are needed in a different "region", student will have to trade across neighboring borders to get that supply or resource. If the resource is two borders away, they must

talk to the neighboring region and make a deal for them to trade for the item and then re-trade it over to the desired region.

Part Three – Conclusion of Art Project and Discussion (assessment) about Trade and Art with Deeper Understanding of How Art and Trade can be Applied in other Situations (~Day Six and Seven): Students will continue to work on and finish their art piece. Towards the end of the class, the class will talk about what each student created and where and how each resource was obtained. Students will also be asked to talk about what influences they had when creating their artwork, connecting what was discussed on day one and two. As a final topic, students will be asked to think of other things in their lives that may need to be traded or have had an influence on them from somewhere else.