

Lesson # 1
Title: Stylized Totem Pole Project

Learning Targets:

Through this lesson, students will learn about Native Americans from the northwest. Students will study the culture and artwork of these native people. The idea of stylizing artwork will also be addressed as students work together to make a two dimensional version of a totem pole. Finally, students will learn about symbolism and what various animals mean to the Native Americans of the northwest.

Standards Addressed:

Subject area: US History
Cultural Anthropology

Standard 6: SYSTEMS, DYNAMICS, AND INQUIRY-Understand culture as a system of beliefs, knowledge, and practices shared by a group and understand how cultural systems change over time

Benchmarks:

Understands that cultural beliefs strongly influence the values and behavior of the people who grow up in the culture, often without their being fully aware of it, and that people have different responses to these influences (e.g., the Dakotas and their response to the loss of their land).

Subject area: Visual Arts

Standard:

Understanding the visual arts in relation to history and cultures

Benchmark:

Recognize and describe visual art forms and artwork from various times and places. Identify art forms, visual ideas, and images and describe how they are influenced by time and culture.

HA Connection:

`Ōlelo No`eau
Hawaiian Proverbs and Poetical Sayings
I ulu no ka lālā i ke kumu
The Branches grow because of the trunk
Without our ancestors we would not be here

General Learner Outcomes and Nā Hōpena A`o:

- | | |
|----|---|
| 1. | Complex Thinker - The ability to demonstrate critical thinking and problem solving |
| 2. | Ulu: We show Growth (and have a Growth Mindset) |

Key Understanding

**STUDENTS will complete the following as directed:
TIMELINE and PROCEDURES for the Teaching/Learning Structure:**

CLASSWORK: DUE Day 1 - Anticipatory Set

- Teacher will introduce project and students will begin researching Native Americans [Pac Northwest Indians](https://www.britannica.com/topic/Northwest-Coast-Indian)
<https://www.britannica.com/topic/Northwest-Coast-Indian>
- Students will make a list and view images of animals that live in the Pacific Northwest [Sacred Animals Sacred Animals 2](https://docs.google.com/a/kaimukihs.k12.hi.us/document/d/1wXthRsZ_9oJ-O7mUyP-oxVc1tALxY17PgMZgmc2wS1M/edit?usp=sharing)
https://docs.google.com/a/kaimukihs.k12.hi.us/document/d/1wXthRsZ_9oJ-O7mUyP-oxVc1tALxY17PgMZgmc2wS1M/edit?usp=sharing
- Students will investigate and gather (2 or 3) examples of stylized forms of art and artwork [NW Native Art forms](http://www.meadowbrookfarmpreserve.org/downloads/ebook-nwcoast.pdf)
<http://www.meadowbrookfarmpreserve.org/downloads/ebook-nwcoast.pdf>
- Students will research animal examples and color meanings found in Totem Poles built by early Americans [Personal Totem](https://crystal-cure.com/totems.htm)
<https://crystal-cure.com/totems.htm>

REMEMBER: Students will choose an animal that symbolizes their family or personality

HOMEWORK: DUE DAY 2 - Focused Writing - First Day of Meditation

- Student complete stylized animal drawings on practice paper.
- Once students are finished sketching/drawing their animal, they will:
- Write a 3-paragraph story about the animal and how it is a symbol of themselves and/or of their family.
 1. First paragraph will introduce the animal, type, size, family structure, region/area it is found,color, unique adaptation.
 2. Second paragraph will discuss **HOW & WHY** the animal is connected to the student and/or family.
 3. Third paragraph will conclude by connecting the animal with the students **FUTURE GOALS**.

HOMEWORK: DUE DAY 3 - Art Integration Component - Second Day of Meditation

- Students will choose one color of construction paper as the primary color and select at least 3 other colors of construction paper to complete TOTEM ANIMAL collage

REMEMBER: The colors that are selected will reflect colors used by natives of the Pacific

Northwest.

- TEAMS of 4 will join to create their TEAM Totem Pole
- TEAM CONNECT: Completed animal totems will be connected by the TEAM, trimmed, sized and puzzled together.
- TEAM PRESENTATION: The Team will create using Presentation SCRIPT using Google docs.

DISPLAY & PRESENTATION: DUE DAY 4

- TEAMS bring their completed TOTEM artwork to the LIBRARY. The TEAM will hang the organized artwork.
- PRESENTATION; Each team will have 5 minutes to present their stories and TOTEM POLE animals.

How will you check for understanding during instruction and how will you know if learning targets are met? Component 1F → 3D

Performance-Based Objectives:

- Students will choose one animal and draw it using stylization.
- Students will work with others at their table in order to create a totem pole.
- Students will choose an animal that symbolizes their family or personality.
- Students will practice mindfulness and participate in two meditation activities

Performance-Based Assessment Strategies:**Project Guidelines:**

- Each student will create a part of a totem pole by drawing and using construction paper to collage a stylized animal native to the Pacific Northwest.
- Colors should reflect colors used in real totem poles.

Students need to work with their TABLE TEAMS in order not to duplicate any animals on their totem pole.

Student samples of completed work:





MELE MURALS