UNIT OF STUDY: Indigenous Art: Means of Communication
TITLE OF ACTIVITY: WAMPUM BELTS

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School: Abington Senior High School
Subject Area: Art
Grade Level(s): 10-12

Introduction: (how this activity fits in to the unit)
The Wampum Belt activity will be an introduction to the overall unit "Indigenous Art: Means of Communication". This activity will teach students how to participate in guided observation of art objects to learn about their deeper meaning.

Essential questions:
1. How do people communicate? People from the same culture? People from different cultures?
2. What is a symbol/pictogram? Are there universal symbols/pictograms?
3. What purpose/s can a work of art serve? Is it a work of art?
4. How can works of art be used as methods of communication?
5. How can the materials used to create work of art give us information about a particular region/land?

Objectives: (Students will...)
1. Students will learn how to observe objects closely
2. Students will learn why the Haudenosaunee created wampum belts
3. Students will learn the materials used in creating wampum belts
4. Students will learn the meaning of the patterns on wampum belts

Directions for teachers:
1. Teacher should read the following resources on Wampum Belts:
   Smithsonian Museum (pages 6 and 7)
   http://nmai.si.edu/sites/1/files/pdf/education/HaudenosauneeGuide.pdf
2. Teacher should print out and laminate photos of different Wampum Belts
3. Teacher should photocopy the hand out on guided observation
4. Teacher should explain that the class will be broken up into groups and they will be doing an exercise where they look at an image of an object (do not call the object art)
5. Teacher should hand out the guided observation worksheet and the wampum belt images
6. Teacher should break students up into groups and each group should fill out the guided observation worksheet. (15-20 minutes)
7. Teacher should lead a conversation on students’ observations.
8. Teacher should collect worksheets and images.
9. Teacher should have an interactive PowerPoint Presentation where they introduce the Wampum Belts and help students begin to think about and answer the "Essential Questions".
10. Let students know that the Wampum belts are only one way that Native Peoples used art as a means of communication and that we will be looking at others.
11. For homework each student should create a pattern using graph paper that conveys a message. Show students an example of one already created and have them guess what they think the message of this drawing may be.
12. At the beginning of the next class students will trade their images and for homework they should write on the back of the image, in pencil, what message they think the image is conveying.

OPTIONAL EXTENDED ASSIGNMENT
Instead of having students individually design a Wampum Belt have students stay in their original groups for another extended project (three periods). Each group could be given one of the six Iroquois Tribes. They would then research their tribe (one and a half periods) and create a Wampum belt that represents some aspect of their tribe (one period) and have each group present their Wampum belt (one period).

Resources and materials:

Websites:
Native American Technology and Art http://www.nativetech.org/wampum/wamphist.htm
Wampum: America’s First C http://www.mohicanpress.com/mo08017.html
Preserving a past. Providing a future. Ganondagan http://www.ganondagan.org/Learning/Wampum

Books:
Iroquois Corn In a Culture-Based Curriculum
A Framework for Respectfully Teaching About Cultures
Author: Carol Cornelius
1999, State University of New York Press, Albany

Wampum Belts of the Iroquois
Author: Tehanetorens – Ray Fadden
1999, Book Publishing Company

The Complete Guide to Traditional Native American Beadwork
A Definitive Study of Authentic Tools, Materials, Techniques, and Styles
Author: Joel Monture
1993, Macmillian Publishing Company

Iroquois Art, Power, and History
Author: Neal B. Keating
2012, University of Oklahoma Press
Student directions handout

Title of Activity: Traditional Native American Communication – What is This Object?
Student Name:
Class Name:
Date:

1. You will be looking at an image of an object or a physical object and completing a guided observation worksheet with a partner or a group. Please take the time to answer each question completely and thoughtfully. (15-20 minutes)

2. Once you have completed the worksheet we will have a group discussion. (5-10 minutes)

3. During the next class we will then learn more in-depth information regarding the images of the objects you are observing. (20-25 minutes)

4. Next week there will be a homework assignment that relates to what we are observing today. It will be due next week at the beginning of class. TWO ASSIGNMENTS: 1. After learning about Wampum Belts students can create a modern day Wampum belt on graph paper. This design should convey an image that has meaning. 2. For a more in-depth project you could have students, working with same observation group, research one of the Six Haudenosaunee Tribes and create a belt design that illustrates their particular tribe and either a treaty that this tribe created or a myth from this tribe.
GUIDED OBSERVATION WORKSHEET

GROUP NAMES____________________________________________________

One person in the group should be the secretary who will record the group answers. Using your object or image of the object answer the following questions:

1. What do you see? Please generate a list of words or statements about the image/object. Each individual should toss out words as they come to mind.

2. What do you notice? Look more closely and begin to answer questions such as how do you think this object was made? Using all of your senses discuss particulars about the object.

3. What do you think about what you see? What are your interpretations of the evidence you observed? Using the knowledge you have about Native American Peoples, Why do you think this object was made and what do you think it could be used for?
4. Look at your answers to questions 2 and 3: What do you see that makes you say that?

5. After looking at this object what questions do you have about it? How can you begin to find out answers to these questions? How can you dig deeper as a group or individual?