American Histories: Native Peoples of the Eastern Coast Curricular Unit

Introduction

Title of the curricular unit: Indigenous Beading/Quillwork Techniques in the North East

Name: Marie Monks

School: Branford High School

Subject Area: Art (Crafts)

Grade Level(s): 9-12

Number of Lessons in the Unit: 2

Time Frame Allow for Unit: 2 Weeks

Brief Narrative Describing the Unit:

This unit will begin with a brief lesson on the way of life of the indigenous people of North America with a specific focus on the North East tribes. The unit consists of a class discussion and a project. For the discussion, students will observe and analyze different materials that were used in beading/quillwork and discuss the origin and specific purpose of these materials and how they have changed over time. Students will then create a bracelet design with porcupine quills and/or glass beads using similar techniques as the indigenous tribes.

Unit Teaching Objectives

By researching and discussing the history and works of art from the Native American tribes of the North East, students will learn what materials were used and the techniques used for creating quill/beadwork designs.

Unit Essential Questions

What is the role of art for indigenous cultures?
Where did the indigenous people get the materials for their beadwork/quillwork from?
How did the materials that were used change after European contact?

Assessment Question

What cultures are indigenous to the North East?
How did/do they live?
What does Indigenous artwork of the North East look like?
**Vocabulary:**

**Lesson 1:**
- Wampanoag
- Narragansett
- Pequot
- Quinnipiac
- Algonquian
- Iroquois
- Schaghticoke
- The Columbian Exchange

**Lesson 2:**
- Whelk
- Quahog
- Sinew
- Wampum
- Awl
- Quills
Indigenous Beadwork/Quillwork in the North East of America

Lesson 1: Indigenous Cultures, their way of life and their bead/quillwork in the North East

Lesson Specific Objectives:

Students will:
- Present and discuss a brief Summary of the North East tribes.
- Observe and analyze a variety of materials
- Discuss the uses of the materials and how they changed after European contact.

Lesson Specific Essential Questions:

What cultures are indigenous to the North East?
What materials were used in indigenous artwork?
How did indigenous ‘artwork’ and their way of life change after European encounter?

Lesson 1:
- Students will have completed a reading/answer question homework assignment (Handout #1) and see a PowerPoint presentation. The Power Point will address the indigenous cultures that lived in the North East, the materials that were used in everyday life by these people.
- Students will observe and analyze the material set before them before they are given any information about what they are or how they are used. (Handout #2) Students will be asked to guess what the materials were used for and if they are from pre or post European contact.
- A discussion will follow and students will be shown an additional Power Point presentation to further discuss a brief history and to reveal how the materials were used and what they were used for and how European contact changed things.

Key Points to Cover:
- Brief History past/present of the North East Tribes
- Materials used by indigenous tribes before European contact
- Materials used after European contact and how/why they changed.

For Homework (optional):
Handout #1 – Homework Assignment
Note to Teachers:

- The homework assignment could also serve as a way to assess how much prior knowledge students may have regarding indigenous art work, materials and techniques used by Native Americans in the North East.
- Next class: Students will begin to create their own beadwork/quillwork bracelet with porcupine quills/glass beads.

Lesson 1 Handout:
Handout #1- Homework Assignment
Handout #2- Guided Observation Worksheet

Lesson 1 Resources:

Books:


Websites:
History. Native American Culture. 2014
http://www.history.com/topics/native-american-history/native-american-cultures


Videos:
Native American Cultures Videos: The Buffalo and Native Americans
http://www.history.com/topics/native-american-history/native-american-cultures/videos/the-buffalo-and-native-americans

Lesson 2: Creating A Bracelet using Native Techniques and Decoration

Lesson Specific Essential Questions:
What materials, techniques and tools were used in Native American beadwork/quillwork? What were these decorations used for?

Materials Needed:
- Porcupine quills
- Glass seed beads
- Leather
- Bone Awl
- Embroidery needles
- Thread/Waxed linen
- Sinew
- Graph paper
- Colored Pencils
(Supplies purchased from www.crazycrow.com)

Instructions:
1. Students will observe a teacher demonstration on how to create a bracelet using a strip of leather and decorate it with beads and/or quills. (Handout #1 and Handout #2)
2. Students will start their assignment by brainstorming designs for their beadwork/quillwork bracelet using colored pencil and graph paper.
3. After their design is finalized, students will cut a piece of leather to the desired size and start to attached the beads/quills to create the design they chose.
4. Upon completion of their bracelet design, students will take part in a class critique/discussion and complete a self-reflection on the process and outcome of their bracelet design. (Handout #3)

Note to Teachers:
Quillwork is more challenging to learn than beadwork. The choice to try quillwork is up to the individual student or it is reserved for students who would like an extra challenge and/or learn the technique if they are advanced and already know how to do beadwork.

Lesson 2 Assessment:
Class participation
Comprehension questions
Class discussions
Final outcome
Final written critique and self-reflection
Lesson 2 Handout:

Handout #1- Beading Technique  
Handout #2 – Quilling Technique  
Handout #3 – Self-Reflection

Lesson 2 Resources:

Books:


Websites:


Lesson Unit Resources:

Location:
The Institute for American Indian Studies Museum & Research Center
38 Curtis Road, Washington, CT
www.iaismuseum.org

Mashantucket Pequot Museum and Research Center
110 Pequot Trl, Mashantucket, CT
www.pequotmuseum.org

Peabody Museum of Natural History
170 Whitney Avenue, New Haven, CT
peabody.yale.edu

Books:


Video:
Native American Cultures Videos: The Buffalo and Native Americans
http://www.history.com/topics/native-american-history/native-american-cultures/videos/the-buffalo-and-native-americans

Websites:


History. Native American Culture. 2014 http://www.history.com/topics/native-american-history/native-american-cultures


Map:

Native American Beadwork in the North East

Go to the following websites and read the information provided. Consider the information you read to help you answer the questions below.

Bead and Pendant Types of the North East
http://www.nativetech.org/beadpen/beadpen.php

Beads and Pendants of the Eastern Forest: Meaning in Native American Life
http://www.nativetech.org/beadwork/beadwork.html

1. What materials did Native Americans create their beads from?

2. How do you think these materials were discovered? How do you think they were converted into beads and other decorative elements? What techniques and/or tools were used to create them?

3. Where did Native Americans find these materials?

4. Why did Native Americans use these materials?
Guided Observation Worksheet

You will be given an object or work of art. Spend 2-5 minutes closely observing it. After your observation time, answer the following questions in the following order. For questions 1 and 2, lists are fine.

1. What do you see?

2. What do you notice?

3. How was it made and/or what does it appear to be made from?

4. What do you think it is used for?

5. Do you think it is from pre or post-European contact?

6. Now that the answers have been revealed to you, answer these questions about your object:

   What is it?_______________________________________________________________

   What/where does it come from?______________________________________________

   __________________________________________________________

   What is it used for?_______________________________________________________

   __________________________________________________________
Bead/Quillwork Bracelet (Reflection and Rubric)

Describe the process and the outcome of your bead/quillwork bracelet? Are you happy with the finished results? Why/Why not?

Did your design or your approach to the design change during the construction of your piece? If so, how and why?

What was the most challenging part of creating this piece?

What would you have done differently if you were to create this again?
Rubric Evaluation:

Maximum: 12

Students should be able to:

- Reflect critically on their own artistic development and processes at different stages of their work
- Evaluate their work
- Use feedback to improve their artistic development and processes.

The student...

0  -Lacks ability or desire to reflect and evaluate his or her own work.

1-3  -Records his or her artistic development and processes with little reflection.
     -Carries out a limited evaluation of his or her work, with guidance.

4-6  -Reflects on his or her artistic development and processes.
     -Carries out a satisfactory evaluation of his or her work. Some aspects of the evaluation may be unrealistic or incomplete.
     -Attempts to use feedback in his or her artistic development and processes, with guidance.

7-9  -Reflects critically on his/ her artistic development and processes at different stages of his or her work.
     -Carries out a good evaluation of his or her work. The evaluation includes an appraisal of the quality of work produced and an identification of some areas of improvement.
     -Uses feedback in his or her artistic development with little guidance, which informs his or her own artistic development and processes.

10-12  -Reflects critically and in depth on his or her artistic development and processes at different stages of his or her work.
     -Carries out an excellent evaluation of his or her work. This shows a considered appraisal of the quality of work produced and details of improvements that could be made.
     -Intentionally uses feedback in his or her artistic development, which shows an appropriate consideration of his or her artistic processes.