



PRESENTS

KIDSEUM AT HOME

*Creative fun and learning for the entire family,
all from the comfort of home!*

Introduction

to

EXPLORING
THE SOUTH
PACIFIC

INSPIRED BY

THE EXHIBIT
SPIRITS AND
HEADHUNTERS



1

HOW TO MAKE NAVIGATION CHARTS

AGES

9 – 13 year old

SKILL LEVEL

Intermediate / Advanced

DESCRIPTION

For this project we will be making stick maps that are based on the Navigational Charts to depict your own neighborhood.

MATERIALS

Popsicle Sticks/Twigs*	Buttons/Shells/Beads/ Etc.*
Pencil/Pen*	Paper
Paper Cup/Container*	Dried Grass/Straw*/ Raffia
Wood Glue/Glue*	

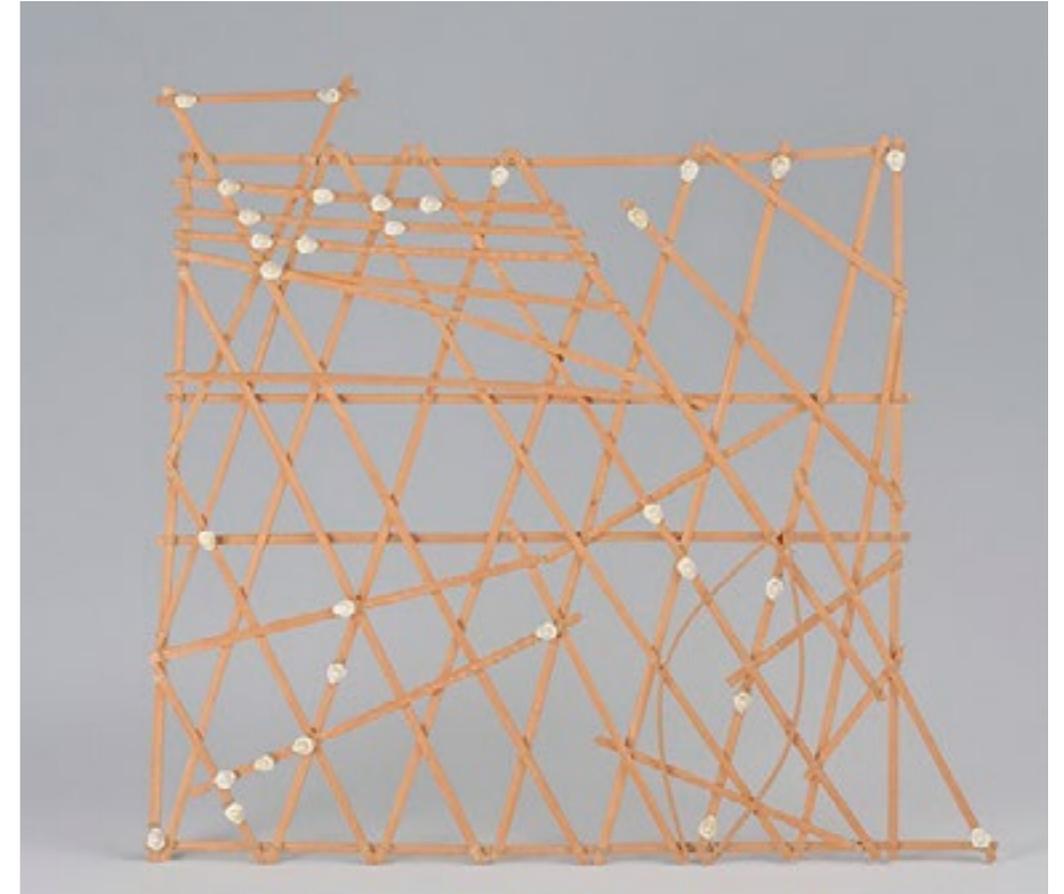
Materials with an (*) are optional, use only if available.

Fun Facts

- The Pacific Island region includes New Guinea, New Caledonia, Vanuatu, Fiji, New Zealand and Hawaii, plus other smaller islands nearby.
- These charts pushed forward migration of not only people but their traditions, headhunting practices, and ceremonial rites.
- Wayfinding also involved reading wind and cloud patterns, as well as watching bird and animal migration.
- There are many types of charts: Rebbelib and Mattang.
- Rebbelib is a chart that covers a large area of islands in a region.
- Meddo is a chart that shows only a small portion of islands.
- Mattang is a chart that is used to train new navigators just to get them familiar with objects and their meaning.

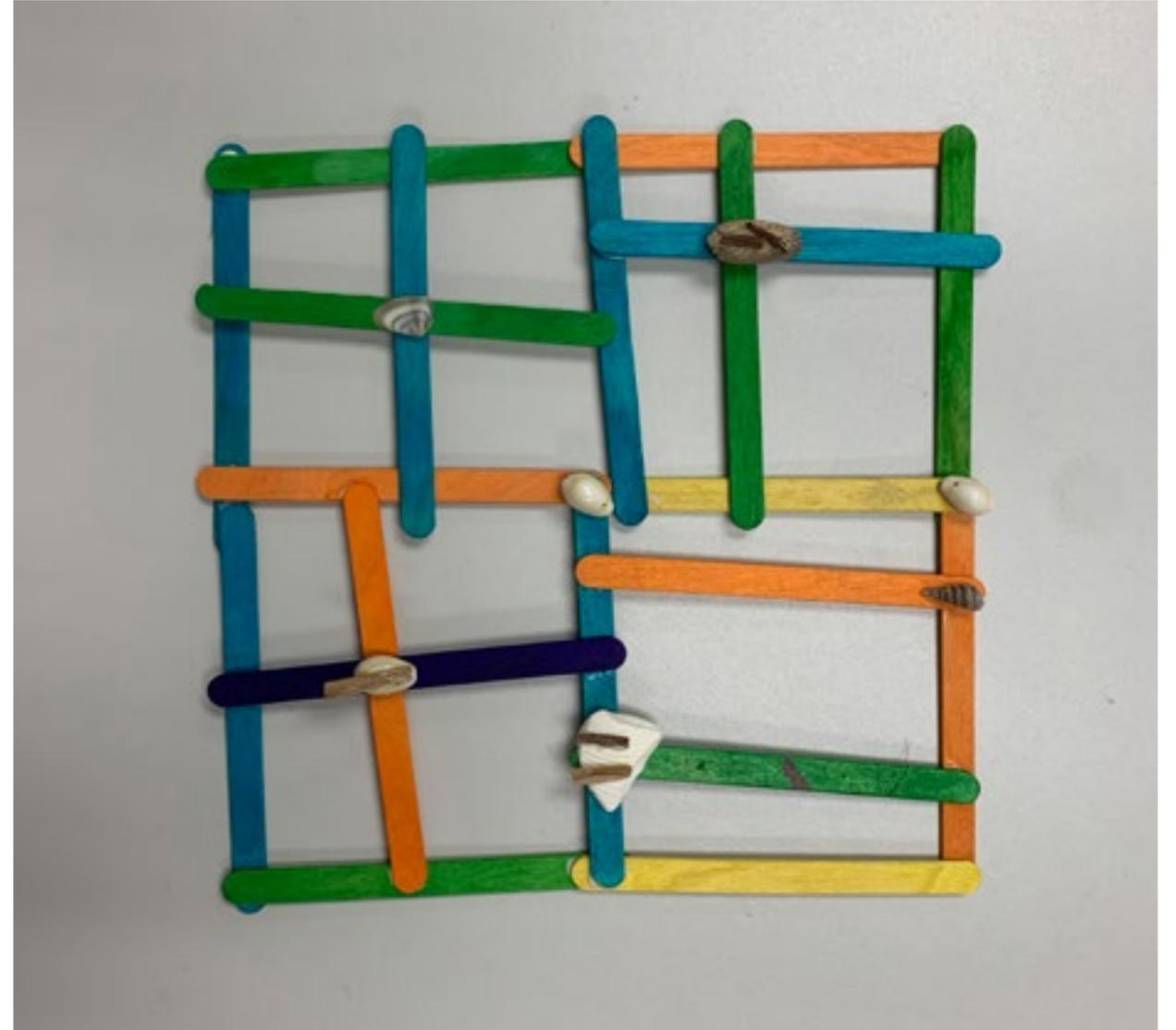
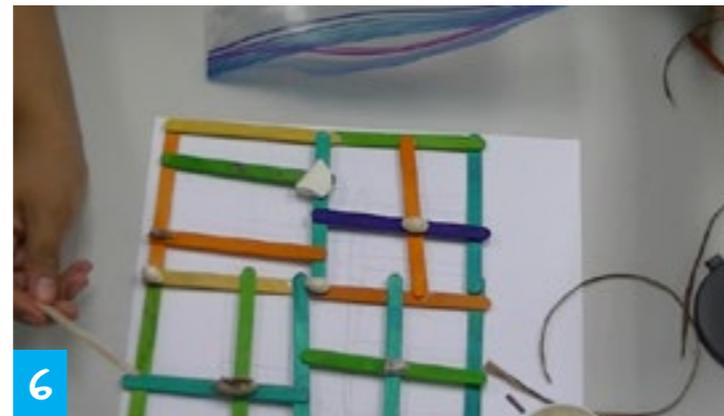
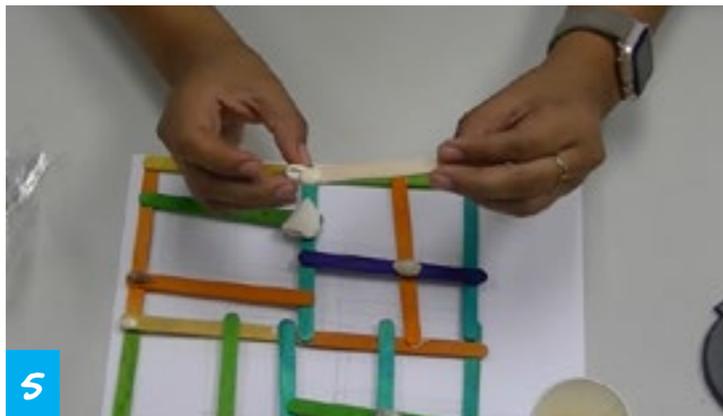
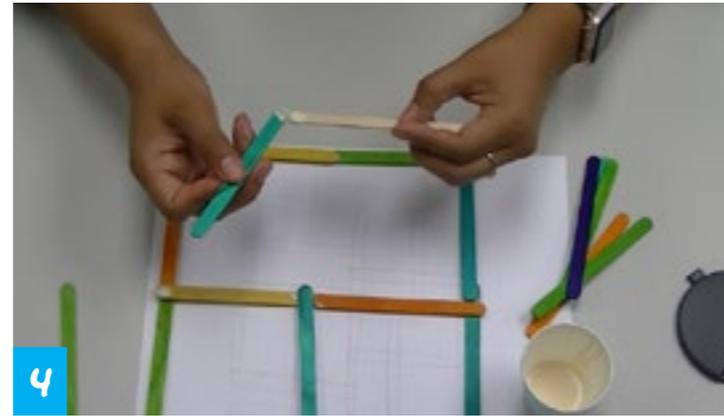
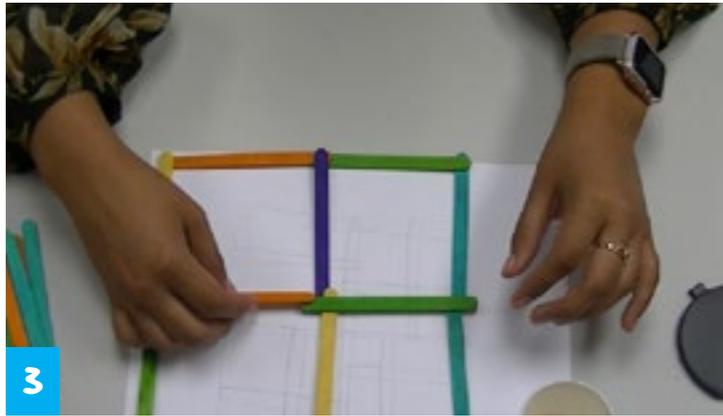
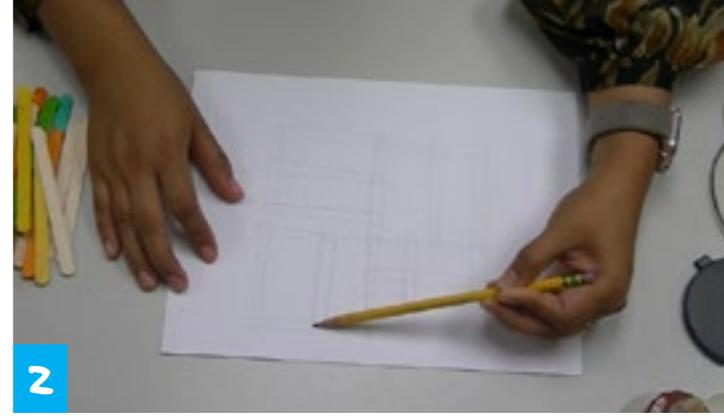
Background

Navigational Charts were tools used by early **navigators** across a vast area of the Pacific Islands. This **region** was made up of three zones known as Melanesia, Micronesia and Polynesia. The community of people of that lived here invented this tool to help them track their **location** and find places across the ocean. This skill is called **wayfinding**. Through this skill they were able to identify ocean **currents** and trade winds while the night sky guided their way. The **cowrie** or other shells on these charts represented islands that travelers might encounter on their journey. If **fibers** were added to the shells, they indicated the **presence** of currents or waves. These charts were used mostly by people in Micronesia, however, we only learned of their use and **complexity** from modern day Polynesians. They also never carried these charts but instead relied on their **memory** to remember the layout before any **voyage**.



Procedure

1. Take a sheet of paper and pencil or pen. Then look up a map of your neighborhood online. If you do not have access to map of your neighborhood try imagining your neighborhood.
2. Once you have gathered the information, begin to sketch your streets using lines to represent them. To sketch places you can draw shapes, such as circles, squares, stars, etc. For example, you can use a button to mark your home, school, or favorite place. Create a **legend** to identify what each shape represents.
3. Begin placing your sticks in the same format as your drawn map. Be sure that there are sections where they overlap as this will make it easier to glue them down.
4. After you have laid the sticks out, pour a small amount of glue into the paper cup and take one stick for dipping. Taking your dipping stick, add glue to the sticks you laid out and begin gluing them together.
5. Now take your buttons, shells, beads, etc. and place them as they are in the drawn map. Go back and glue them down once you're sure of their placement.
6. Taking the dried grass, add it to your buttons, shells, beads, etc. to differentiate between them.
7. Leave it to dry for an hour before sharing with family for a fun walk through your neighborhood!



Key Vocabulary

<p>Navigator</p> <p>A person who charts, sets, and steers the course of a ship or aircraft.</p> <p>“He was an experienced navigator who has sailed many times.”</p>	<p>Region</p> <p>A large space or area.</p> <p>“The Earth is covered in a large region of ocean.”</p>	<p>Location</p> <p>Place or position.</p> <p>“She was able to figure out her location by using a map.”</p>	<p>Memory</p> <p>The ability to remember an experience.</p> <p>“Pacific Islanders relied on their memory on their trips.”</p>
<p>Wayfinding</p> <p>The process or activity of finding one’s position, planning, and following a route.</p> <p>“Through wayfinding many people were able to migrate to new islands.”</p>	<p>Current</p> <p>A part of a mass of liquid or air that flows in one direction.</p> <p>“Ocean currents are vital to migration of sea life.”</p>	<p>Cowrie</p> <p>A tropical marine mollusk having a glossy and colorfully marked shell that is used as money in some Asian and African cultures.</p> <p>“The cowrie shell on this chart represents our home island.”</p>	<p>Legend</p> <p>A visual explanation of symbols used on map.</p> <p>“In order to know what symbol the restroom is, look at the map legend.”</p>
<p>Fiber</p> <p>A small, thin part of a plant, animal, or mineral that is shaped like a thread.</p> <p>“We add fibers to the shell to mark a new island with large waves.”</p>	<p>Presence</p> <p>The state or condition of being in a place at a certain time.</p> <p>“The presence of these maps indicates that Pacific Islanders were highly skilled in wayfinding and migrated constantly.”</p>	<p>Complexity</p> <p>The state or condition of being complex or complicated, not easy.</p> <p>“The charts were complex because they needed to be, due to the unexpected forces of nature.”</p>	

Sources:

Spirits and Headhunters Text Panels.

National Geographic. Micronesian Stick Chart. <https://www.nationalgeographic.org/media/micronesian-stick-chart/#:~:text=Micronesian%20Stick%20Chart,shells%20represent%20atolls%20and%20islands.&text=Placement%20of%20the%20fibers%20and,use%20maps%20or%20charts%20today>. Accessed June 6, 2020.

Khan Academy. Navigation between the islands. <https://www.khanacademy.org/humanities/ap-art-history/pacific-apah/micronesia-apah/a/navigation-charts> Accessed June 6, 2020.

2

GEOMETRIC SHIELDS

AGES

8-13 years

SKILL LEVEL

Intermediate

DESCRIPTION

Create a unique shield made just for you, inspired by the warriors of the Mendi culture.

MATERIALS

Paper / Multicolored Paper	Cardboard	Pencil /Markers / Paint*
Glue / Tape	String*	Hole puncher*
Beads* / Shell Beads*	Scissors	Ruler*

Materials with an () are optional, use only if available.*

Fun Facts

- Some shields might look similar, but they vary in smaller details.
- Some shields have abstract versions of animals, such as carved images of flying foxes.
- Some shields had portraits or faces on the top of the shield, thought to be portraits of ancestors.

Background

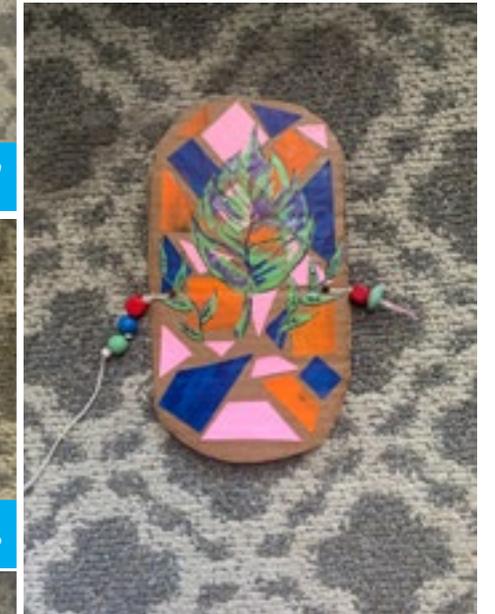
What is a shield? A **shield** is an important tool used to protect against harm. It is normally used when going into battle. We can recollect knights and warriors who protected themselves from enemies by using a shield from fairy tales and folk stories. Now we'll dive in and learn about the shields made by the Mendi culture in **Melanesia**, a group of islands found close to Indonesia. We will look at their use of **geometric shapes** and **adornment** of colorful **pigments**, as well as the way they were utilized in battle.

All of these shields were made of wood, fibers and pigments; mostly materials found within the Mendi's environments. The shields varied in shape and size, each being utilized differently depending on the situation. For example, there are small u-shaped shields that were used to protect specific areas of the body in smaller conflicts but were not ideal for long battles. Shields were also understood to be projections of one's self, meaning they were all unique and represented the individual **wielding** the shield. Shields were believed to be the source of protection and power that **ancestors** channeled through them. They used bright colors and **organic shapes** that resulted in abstract designs, and the use of bold colors on large shields were used for **psychological warfare**. These designs were often symmetrical but always abstract and geometric, making them difficult to interpret.



Procedure

1. Grab your pencil and cardboard and sketch out an **oblong shape** in any size you like onto the cardboard.
2. Cut out the shape and set it aside.
3. You will now gather multicolored paper and scissors. You can also use magazine pages and newspapers and start cutting out geometric shapes. Make sure you make enough to cover your cardboard shield.
4. Start planning your design by laying out the cut-out shapes onto the shield. Do not glue anything until you are happy with your design.
5. Glue your shapes onto the cardboard. Let the glue dry for 10-15 minutes.
6. Add more designs onto the shield. Start by drawing organic shapes in pencil, then go over the designs with a marker.
7. Use a hole puncher or scissors to create holes on the sides of the shield.
8. Cut string 2 inches longer than the width of the shield. Tie the ends of the string to the corners of the shield using the holes and add beads if you'd like. This string will be the strap to hold your shield up.



Key Vocabulary

<p>Shield is a broad piece of metal or wood, normally used for protection against other weapons. Example: The knight used a shield to protect himself from the fire.</p>	<p>Melanesia is a region of islands located on western side of the eastern Pacific to the Arafura Sea, north and northeast of Australia.</p>	<p>Geometric Shape are shapes that consist of points and lines. Examples: triangles, squares, rectangles, polygons, and circles.</p>
<p>Pigment colors turned into powders that are naturally harvested from plants, stones, and animals. Example: red clay can make red pigments, turmeric can make yellow pigments and crushed up seashells can make white pigments.</p>	<p>Wielding to hold or to use; normally used when holding a weapon. Example: He was wielding his shield to protect himself from the fire.</p>	<p>Organic Shapes are shapes that are not always linear but are curvy and most of these shapes are found in nature. Example: leaves, flowers, and animals.</p>
<p>Abstract something that exists in thought or an idea that is difficult to explain. Example: The painter said he had difficulty love because it is abstract to paint it.</p>	<p>Psychological warfare is when you use propaganda or nonviolent tactics to confuse or influence the thinking or behavior of an enemy. Example: Superman uses his "S" on his chest to tell the bad guys he is strong and is a good guy, therefore making the villains scared to fight him.</p>	<p>Symmetrical each side is the same size, proportion and has the same images. Example: a square is symmetrical no matter how you split it in half.</p>
<p>Oblong Shape is a rectangle or a circle that is stretched to create an elongated. Example: a sports field is oblong.</p>		<p>Sources: Bowers Museum Blog. Accessed June 12, 2020. https://www.bowers.org/index.php/collection/collection-blog/progenitor-protection-wooden-shields-of-the-asmats Prestel-Verlag, (Eds) 2000 Shields. Africa, Southeast Asia and Oceania. From the Collections of Barbier-Muller Boyer. Accessed June 16, 20220</p>

3

BARKCLOTH PRINTS

AGES

7-12 years old

SKILL LEVEL

Intermediate

DESCRIPTION

For this project we will be making stamps that have similar designs and patterns that the people in the Pacific Islands used on their Tapa or Backcloth. We will also be learning to print using these stamps.

MATERIALS

Foam Sheets* / Styrofoam tray	Wax Paper
Tape	Scissors
Glue Sticks	White Paper
Pencil	Brayer* / Brush
Printmaking Ink* / Tempura Paint	Spoon/Stick
Construction Paper	Cardboard Pieces

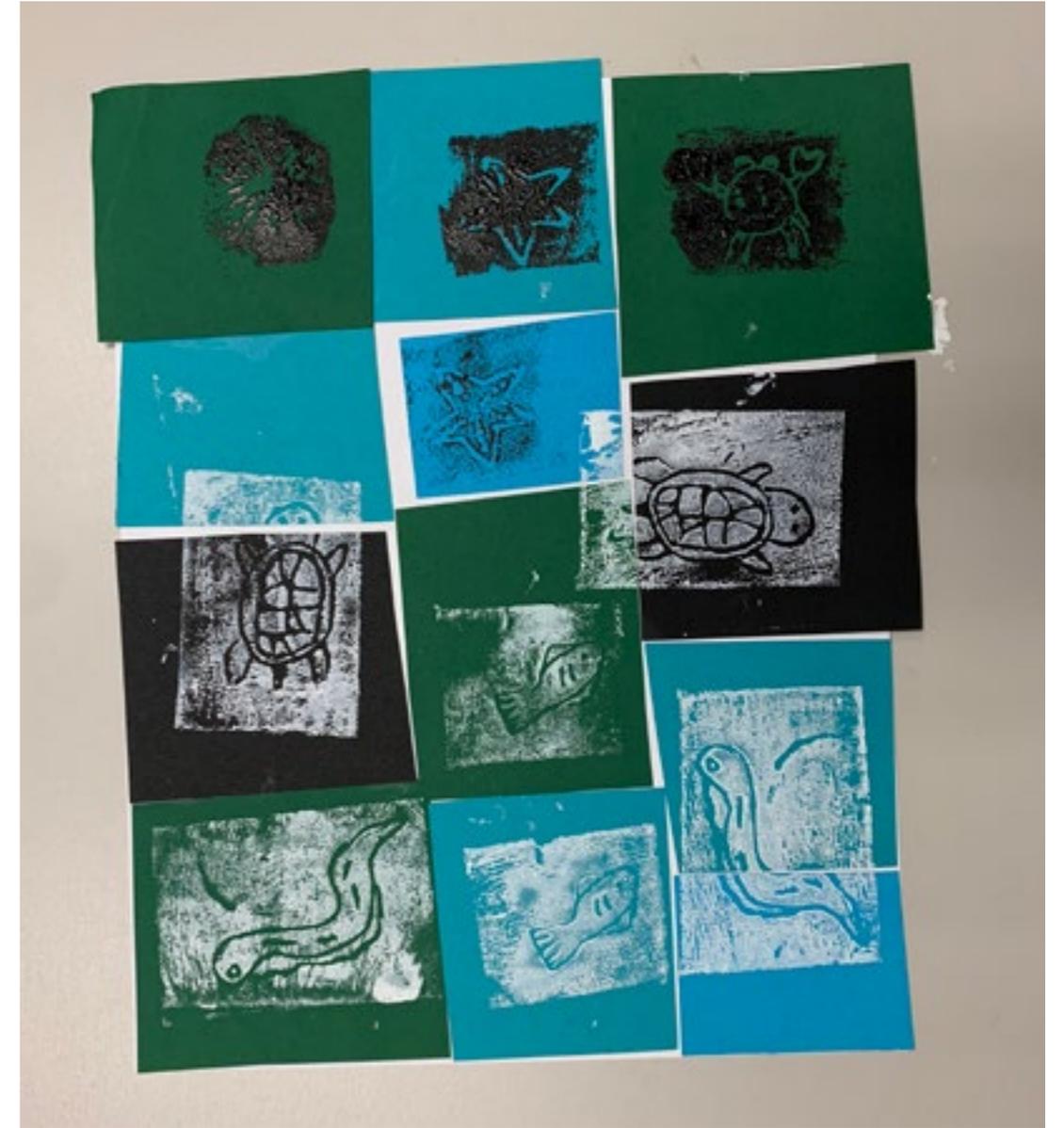
Materials with an () are optional, use only if available*

Background

The people of the Pacific Islands are very highly **skilled** in the arts. They traditionally decorated shields with beautiful colors and patterns, created charts to navigate through the seas, and made complex woven pieces and carvings. Although men and women were often assigned different **tasks**, the entire community was **involved** when making bark cloth. Bark Cloth or Tapa cloth was made using the **bark** of paper mulberry trees. The men would remove the bark and soak it. Later it was pounded into a **pulp** by the women. This pounding would attach the **fibers** creating a large sheet. These **sheets** were then pasted to make for a sturdy and strong Tapa. Once the Tapa was dried they would paint, stencil, **stamp** or rub designs using natural dyes, woodblock stamps or leaves and plants for rubbings. The stamps would help in making **repeating** patterns easier. Tapas were used for **ceremonies** as well as for everyday uses like clothing, sleeping mats, headwear and even kites.

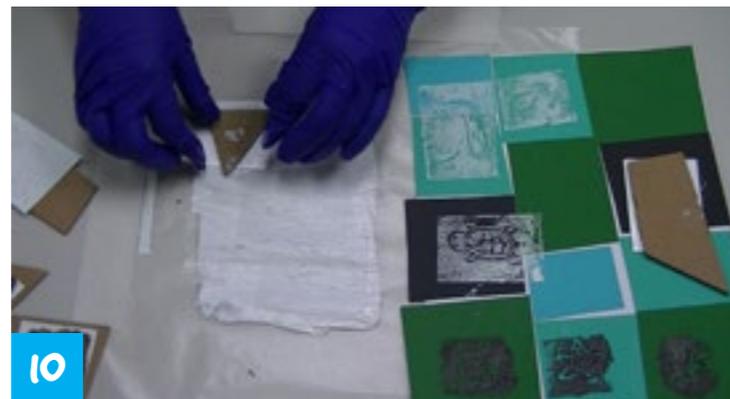
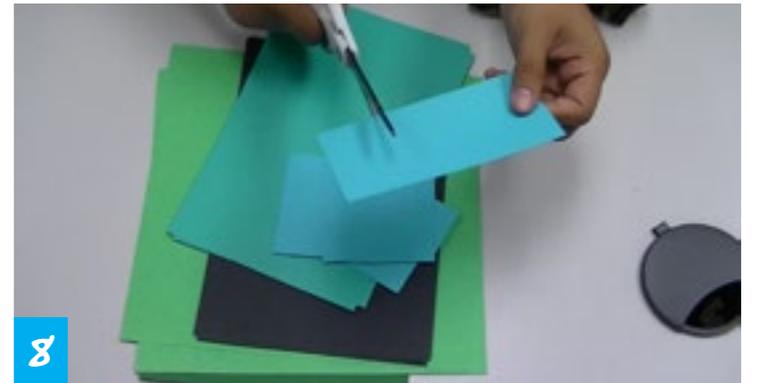
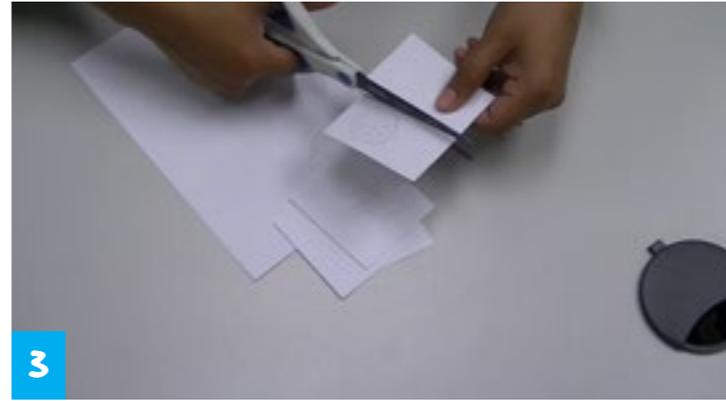
HELPFUL TIPS

- You can use tempera paint and carefully brush it onto your stamp if you don't have printmaking ink and a brayer.
- Cut all of your pieces beforehand to get to the end result quicker.
- You can sketch out the animals or patterns onto a piece of paper before pressing them onto the foam sheets. (Be aware that the image will be reversed).
- You can make many stamps or use the same one, just be sure to clean it if you plan to use a different color.



Procedure

1. Gather all the necessary materials.
2. Start by taking a sheet of paper and a pencil. Sketch out small ocean animals or geometric patterns inspired by the art of the Pacific Islands.
3. Once you have finished sketching, cut your drawing out in a square and make sure to leave equal room around the sketch. Then set them aside.
4. Take your foam sheet and cut it into smaller pieces that are the size of your sketches.
5. Add glue to one side of the foam sheet and adhere it to a cardboard piece. Leave it to dry for 5 minutes.
6. Once dry, place your sketch over the foam side and draw over your sketch, but add enough pressure to make sure the image gets carved into the foam. Too much pressure will result in the foam tearing. Repeat this process if you plan on making more than one stamp.
7. Once they are ready you can take colored construction paper sheets and cut them into smaller squares.
8. Glue several of these squares on a white sheet of paper to create a colorful background.
9. Grab wax paper, tape, printing ink, the brayer, and a stick or spoon (brush and tempera paint). Tape the wax paper to the table and add a small amount of ink to the center using a stick or spoon.
10. Take the brayer and roll out the ink. If you use tempura and brush, grab a small amount of paint, and brush the paint onto the stamp.
11. You can now take your stamp and place it over the inked area of the wax paper.
12. Lift it carefully and then places the inked side over the colorful background page.
13. Repeat this throughout the rest of the sheet or until you are happy with the image.
14. Lastly do not forget to clean your stamps if you want to reuse them.



MUSIC
Now we have music that relates our lessons!
Check out the **Spotify Playlist:**
<https://open.spotify.com/playlist/1VjSKPbWh2YicUyknVWcjoE?si=Tyq0ib50SmCDvDeHrSRM4Q>

Key Vocabulary

<p>Skill</p> <p>The power or ability to perform a task well, especially because of training or practice.</p> <p>“She was very skilled in weaving, she learned when she was 8.”</p>	<p>Task</p> <p>Any duty or item of work that one must carry out.</p> <p>“Everyone has to do several tasks throughout the day.”</p>	<p>Involve</p> <p>To have as a necessary part or result; include.</p> <p>“This task involves four or more people to work.”</p>
<p>Bark</p> <p>The outside cover of the trunks, branches, and roots of woody plants.</p> <p>“This tree has very smooth and thin bark that easily peels off.”</p>	<p>Pulp</p> <p>Any soft, wet mass of material.</p> <p>“Tapa cloth is made using the pulp of tree bark.”</p>	<p>Fiber</p> <p>A small, thin part of a plant, animal, or mineral that is shaped like a thread.</p> <p>“The fibers in this Tapa were woven through a pounding process.”</p>
<p>Sheet</p> <p>A single piece of paper.</p> <p>“You can glue several Tapa sheets together to make it thicker.”</p>	<p>Stamp</p> <p>To mark with a carved and inked rubber or wooden block that makes a design, letters, or numbers.</p> <p>“You will learn how to make and use a stamp like the Pacific Islanders did on their Barkcloth.”</p>	<p>Repeat</p> <p>To do or experience again.</p> <p>“You can repeat a design over and over, resulting in a pattern.”</p>
<p>Ceremony</p> <p>A formal act or series of acts done in a way to honor a special occasion.</p> <p>“We will be using these Tapas for a ceremony tomorrow.”</p>	<p>Source:</p> <p>RISD Museum. Pacific Islands Tapa Cloth. https://risdmuseum.org/exhibitions-events/exhibitions/pacific-islands-tapa-cloth. Accessed June 16, 2020.</p> <p>Google Arts & Culture. Shifting Patterns: Pacific Barkcloth Clothing. https://artsandculture.google.com/exhibit/shifting-patterns-pacific-barkcloth-clothing-the-british-museum/ywlCSWrZRmiKIw?hl=en. Accessed June 16, 2020.</p>	<p>Neich R. and Pendergrast M. Pacific Tapa - University of Hawai'i Press - 2004.</p> <p>Bowers Museum. Moana Materials: Polynesian Art in Disney's Moana. https://www.bowers.org/index.php/collection/collection-blog/moana-materials-polynesian-art-in-disney-s-moana?format=amp. Accessed June 16, 2020.</p>

State and National Standards

How to make Navigation Charts

California Content Standards:

HSS.K.4.3
Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Visual and Performing Arts Standards

VA.PK.2.7 Create a three-dimensional form.	VA.K.3.1 Describe functional and non-utilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.
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Geometric Shields

State Content Standards:

HSS.6.1.1 Students describe what is known through archaeological studies of the early physical and cultural development of humankind from the Paleolithic era to the agricultural revolution.	HSS.10.4 Students analyze patterns of global change in the era of New Imperialism in at least two of the following regions or countries: Africa, Southeast Asia, China, India, Latin America, and the Philippines
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Visual and Performing Art Standards.

VA.K.2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.	VA.K.3.1 Describe functional and non-utilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.
VA.3.3.3 Distinguish and describe representational, abstract, and non-representational works of art.	

Barkcloth Prints

State Content Standards:

NGSS.LS1.A
All organisms have external parts. Different animals use their body parts in different ways to see, hear, grasp objects, protect themselves, move from place to place, and seek, find, and take in food, water and air. Plants also have different parts (roots, stems, leaves, flowers, fruits) that help them survive and grow.

Visual and Performing Arts Standards:

VA.PK.2.2 Demonstrate beginning skill in the use of materials (such as pencils, paints, crayons, clay) to create works of art.	VA.3.3.3 Distinguish and describe representational, abstract, and nonrepresentational works of art
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