

BOWERS MUSEUM

First Americans: Tribal Art from North America

TEACHER GUIDE



Image Credit Line

This Teacher Packet includes the following elements listed below, to provide support in classroom preparation for class visits to the Bowers Museum from 3rd grade through 12th grade students and suggested activities for classroom review of the museum visit and exhibition themes.

- **About the Bowers Museum**
- **About the exhibit:** First Americans: Tribal Art from North America
- **Pre-Post Visit Materials:** Vocabulary and suggested activities related to each of the exhibition sections for students

BOWERS MUSEUM

ABOUT THE BOWERS MUSEUM

Mission & History

Vision

Celebrate world cultures through their arts.

Mission

The Bowers Museum enriches lives through the world's finest arts and cultures.



History

Founded in 1936 by the City of Santa Ana through a bequest from Charles and Ada Bowers, the Bowers Museum is one of California's finest and Orange County's largest museums. In 1986, the museum closed its doors for a period of self-study. In response to community needs and input, it reopened in 1992 as a new cultural center, and expanded children's programming in 1994 with the opening of the Kidseum. The museum also recently celebrated the grand opening of the 30,000+ square-foot Dorothy and Donald Kennedy Wing in February 2007. To achieve its mission, the Bowers offers exhibitions, lectures, art classes, travel programs, children's art education programs, and other special community programs.

BOWERS MUSEUM

ABOUT THE EXHIBIT

First Americans: Tribal Art from North America

April 7, 2018 – August 19, 2018

This exhibition features over 100 highlights from the Bowers' Native American collection, specifically presented to explore the diversity of North America's native peoples.

First Americans includes artwork representative of native people from the Arctic North, Northwest Coast, California, Southwest and the Great Plains. The diverse artistic traditions found in these regions share common ground in their roots- a profound connection with nature and the environment and the exploration of a person's role within the spiritual world. These themes are explored throughout the exhibition. Highlights include what may be the earliest example of a transitional Navajo First Phase Chief's blanket, an early Hopi katsina doll, and a rare Seri feathered kilt from the Sonora region of Mexico. Each work of art selected for this exhibition reflects the beauty, diversity, and power achieved by artists of the past and of those that carry their traditions into the present day.

IN THIS GUIDE

CURRICULUM CONNECTIONS

- Content and Common Core Standards

PRE-VISIT LESSONS AND ACTIVITIES

- Activities and lessons meant to be done prior to the students' visit to the Bowers Museum.

POST-VISIT LESSONS AND ACTIVITIES

- Lessons meant to be done during or after the students' visit to the Bowers Museum.

APPENDIX

- Extra materials for use in conjunction with the lesson plans or for reference.

B O W E R S M U S E U M

CURRICULUM CONNECTIONS

State Content Standards

History and Social Science

Grade 3

3.2 Students describe the American Indian nations in their local region long ago and in the recent past.

3.3 Students draw from historical and community resources to organize the sequence of local historical events and describe how each period of settlement left its mark on the land.

3.5 Students demonstrate basic economic reasoning skills and an understanding of the economy of the local region.

Grade 4

4.1 Students demonstrate an understanding of the physical and human geographic features that define places and regions in California.

4.2.1 Discuss the major nations of the California Indians, including their geographic distribution, economic activities, legends, and religious beliefs; and describe how they depended on, adapted to, and modified the physical environment by cultivation of land and use of sea resources.

Grade 5

5.1 Students describe the major pre-Columbian settlements, including the cliff dwellers and pueblo people of the desert Southwest, the American Indians of the Pacific Northwest, the nomadic nations of the Great Plains, and the woodland peoples east of the Mississippi River.

5.3 Students describe the cooperation and conflict that existed among the American Indians and between the Indian nations and the new settlers.

Visual Arts

Grade 3

2.1 Explore ideas for art in a personal sketchbook.

2.4 Create a work of art based on the observation of objects and scenes in daily life, emphasizing value changes.

3.4 Identify and describe objects of art from different parts of the world observed in visits to a museum or gallery.

Grade 4

3.1 Describe how art plays a role in reflective life.

3.2 Identify and discuss the content of works of art in the past and present, focusing on the different cultures that have contributed to California's history and art heritage.

4.3 Discuss how the subject and selection of media relate to the meaning or purpose of a work of art.

Grade 5

3.3 Identify and compare works of art from various regions of the United States.

3.4 View selected works of art from a major culture and observe changes in materials and styles over a period of time.

4.2 Compare the different purposes of a specific culture for creating art.

B O W E R S M U S E U M

Common Core Standards

Writing Standards

Grade 3

1. Write opinion pieces on topics or texts, supporting a point of view with reasons
3. Write narratives to develop real or imagined experience or events using effective technique, descriptive details, and clear event sequences.
7. Conduct short research projects that build knowledge about a topic

Grade 4

1. Write opinion pieces on topics or texts, supporting a point of view with reasons
3. Write narratives to develop real or imagined experience or events using effective technique, descriptive details, and clear event sequences.
7. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Grade 5

1. Write opinion pieces on topics or texts, supporting a point of view with reasons
3. Write narratives to develop real or imagined experience or events using effective technique, descriptive details, and clear event sequences.
7. Conduct short research projects that use several sources to build knowledge through instigation of different aspects of a topic.

Speaking and Listening

Grade 3

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

Grade 4

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

Grade 5

1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details, speaking clearly at an understandable pace.

B O W E R S M U S E U M

PRE-VISIT MATERIALS

Use the following materials as an introduction to the exhibit. This is meant to provide students with context prior to entering the gallery. You may wish to provide students with the glossary of terms to help them better understand the context, or, you may wish to have students look up the terms in small groups, and share what they find with the class.

Glossary

Arctic North

Covering most of what is now Canada and Alaska, the Arctic North is home to dozens of nations. Due to the inhospitality of the terrain, the nations of the Arctic North were able to preserve their traditional lifestyles for longer than anywhere else in North America.

Northwest Coast

Spanning the coastline of Southern Alaska through Washington State, the Northwest Coast is home to several nations, including the Tlingit and the KWAK WA KA'WAKW. These nations, due to their proximity to the Pacific, find themselves closely tied to the sea in all aspects of their lives.

California

California's Native Nations are as diverse as its ecosystems. Due to the plentiful nature of their environments, these nations lived mostly in small permanent villages. Trade between the nations of California was frequent, leading to cross cultural understanding and little conflict.

Southwest

The nations of the southwest traversed what is now known as the southeastern areas of California, through Nevada, and to the "Four Corners" where Arizona, Colorado, New Mexico, and Utah converge. Also called the Pueblo people or Puebloans, these nations, which include the Hopi and the Navajo, have lived in this region for nearly two thousand years.

Great Plains

One of the largest regions covered, the Great Plains extends from the Rocky Mountains to the Mississippi River and from portions of Canada in the north to portions of Texas in the south. The nations of this region, which include the Cheyenne, Comanche, and Plains Apache, have been around for at least 10,000 years, thanks in part to the abundant herds of buffalo, deer, elk, and antelope. Due to the mobile nature of their food source, these nations were mostly nomadic, emphasizing an aesthetic of mobility.

Katsina

In the Hopi belief system, supernatural spirits called Katsinas descend on the human world during important ceremonies and serve as intermediaries between the Hopi and the gods. Carvings that represent these spirits are often created for and gifted to children for religious and educational purposes.

B O W E R S M U S E U M

The Environment and Daily Life

Students will design a village based on their understanding of the geographical environment

Lesson Objectives:

- Students will identify patterns in the environments of various regions of North America
- Students will design tools for daily life in a chosen environment
- Students will assess the impact of environment on the daily life of Native Americans

Introduction

Begin the lesson by explaining that Native nations spanned the entirety of the North American continent. Discuss how different environments could impact the daily lives of the people living there. Introduce the major regions of North America where Native nations resided and, in groups, either assign students or allow them to choose which region they want to further explore. The regions they can choose from include: Artic North, Northwest Coast, California, Southwest, and the Great Plains.

The Challenge

Students will research the regions they were assigned to. They can use the maps provided in the appendix, topographical maps, and online research to better understand the living conditions of their regions. Once they have completed their research, they will decide where within the region they would want to live. After deciding the location of their village, they will apply their knowledge of the region to develop a summary of daily life for their village. This should include both written descriptions and drawn images.

Aspects of daily life to explore:

- Food sources
- Shelter and housing
- Supplies and storage (woven bowls, clay pots, etc.)
- Clothing
- Seasonal changes
- Connections between religious beliefs and physical environment

Conclusion

Have students present their village creations to the class. After each group has presented, open the floor for a discussion about the similarities and differences between the regions. Once complete, have the students choose another location within the region and do a quick 5-10-minute written brainstorm on what changes they would have made to their village. Share out their brainstorms and end with a discussion about the diversity of Native Americans nations.

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POST VISIT MATERIALS

Trade Game

Students will create an artifact by trading at a “market” with their classmates.

Lesson Objectives

- Students will identify the natural resources of a North American region
- Students will apprise the value of their resources
- Students will connect their understanding of environmental resources with trade between Native North American nations.

Introduction

Introduce the role of trade in the creation of everyday objects. Include modern examples, like clothing, to better connect the concepts for the students. Either show the students images of Native American artifacts, or have the students draw their own artifact based on their visit to the gallery. Once they have decided on their artifact, provide each student with a unique set of index cards that are labeled with an item that could be used to create an object or artifact. Explain that their resources are inspired by a region of North America.

The Challenge

Students will need to trade their resources to create the artifact of their choosing. After receiving their starting materials, they will create a wish list of materials and tools they will need to accomplish their goal. Once the market opens they will have 15 minutes to meet with their classmates and initiate trades. Once the market is closed, they will assess their traded resources and determine whether they succeeded in creating their previously chosen artifact. After the trading period has concluded, students reflect on their experience in the market.

Conclusion

Once the trading is over, allow the students to reflect on their experience. This can either be a classroom discussion or a written reflection.

Questions to consider:

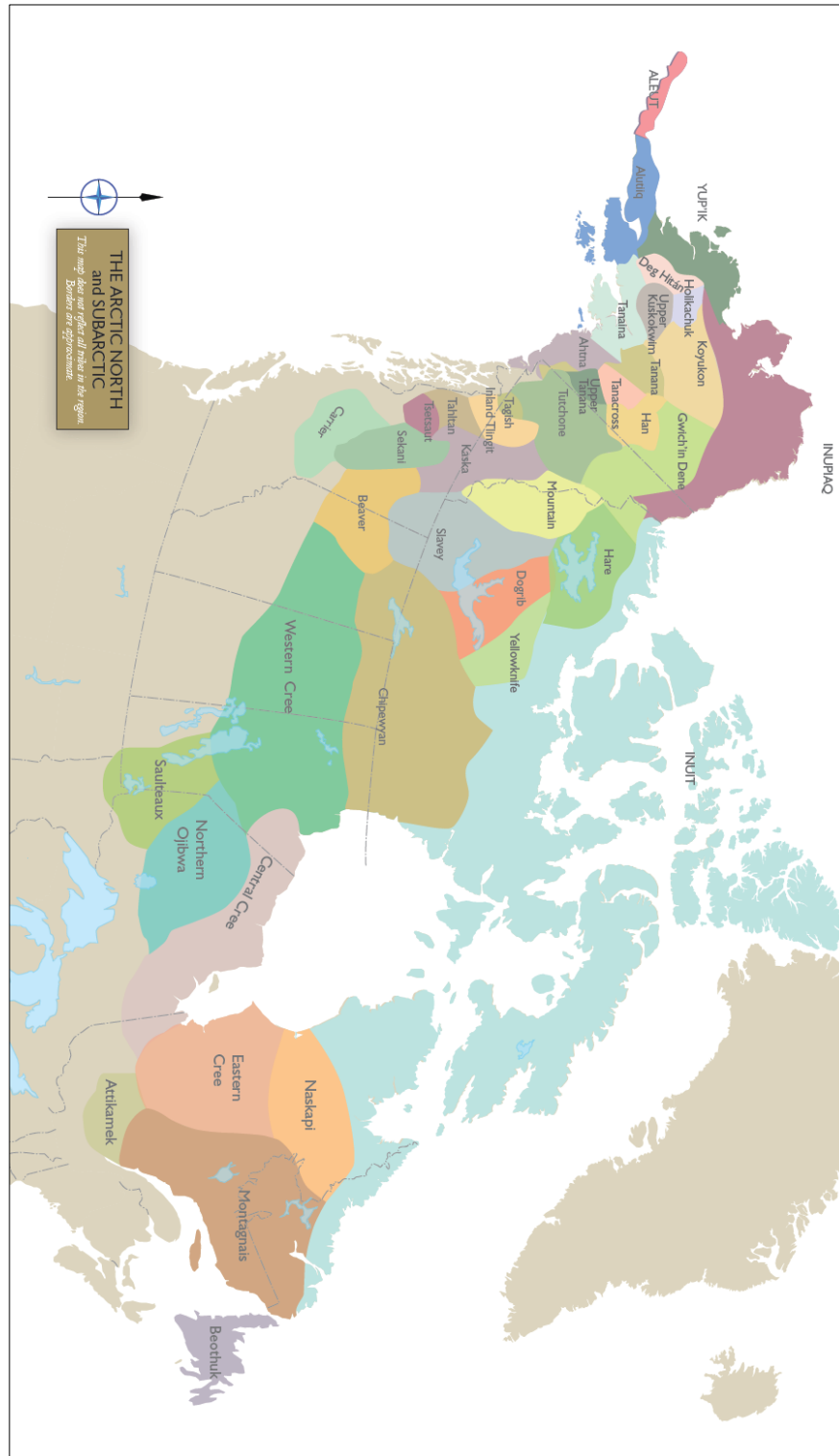
- How successful were you in acquiring the materials and/or tools you needed to recreate your object?
- Were your classmates interested in your resources? Why or why not?
- Based on your materials, where in the North America could your community be situated?
- Rate your materials and tools from most to least valuable. Why did you choose this order?
- How has the experience of trading materials and/or tools changed your understanding of the artworks and artifacts and the people who made them?

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APPENDIX

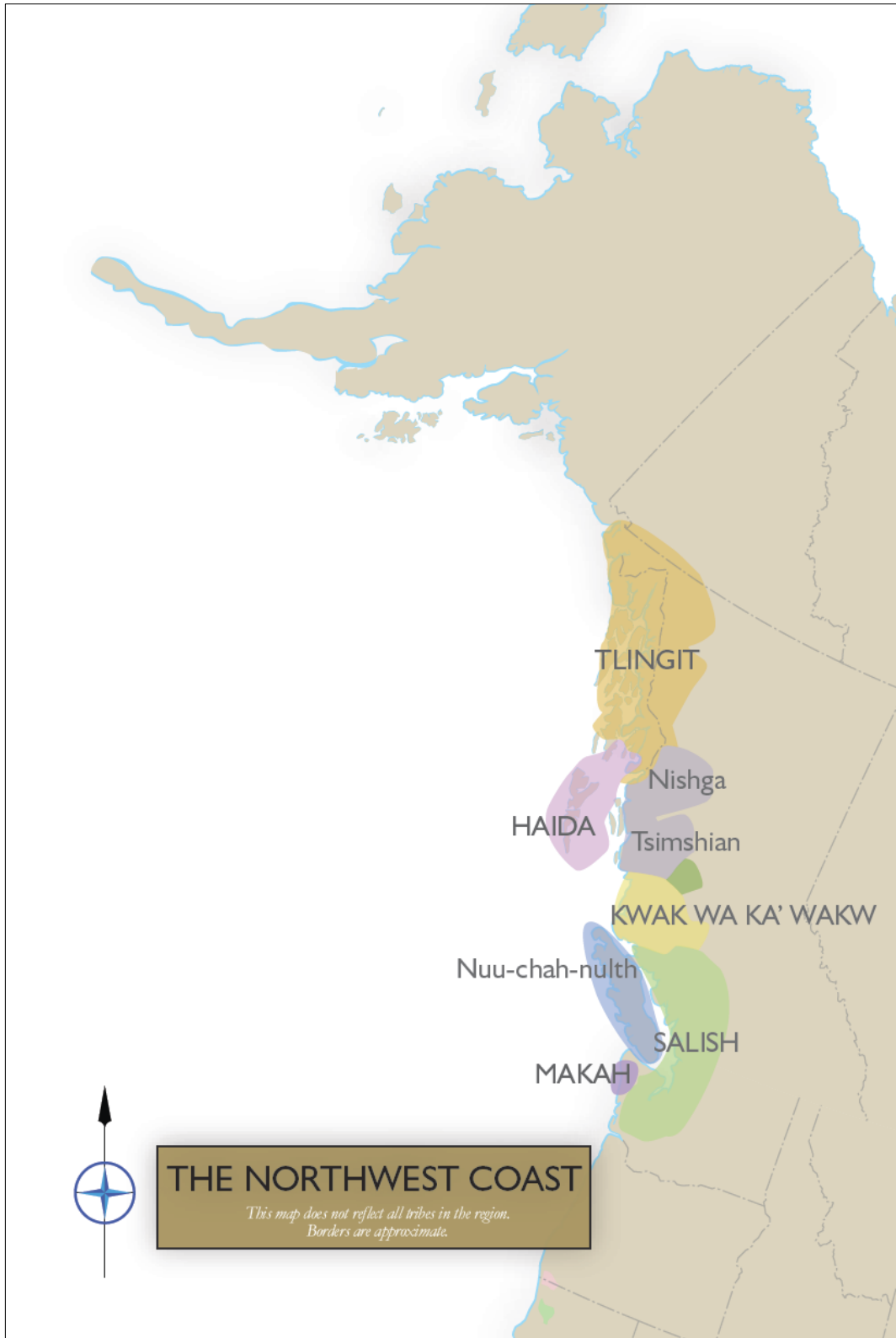
Geographical Regions Maps

Arctic North



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Northwest Coast



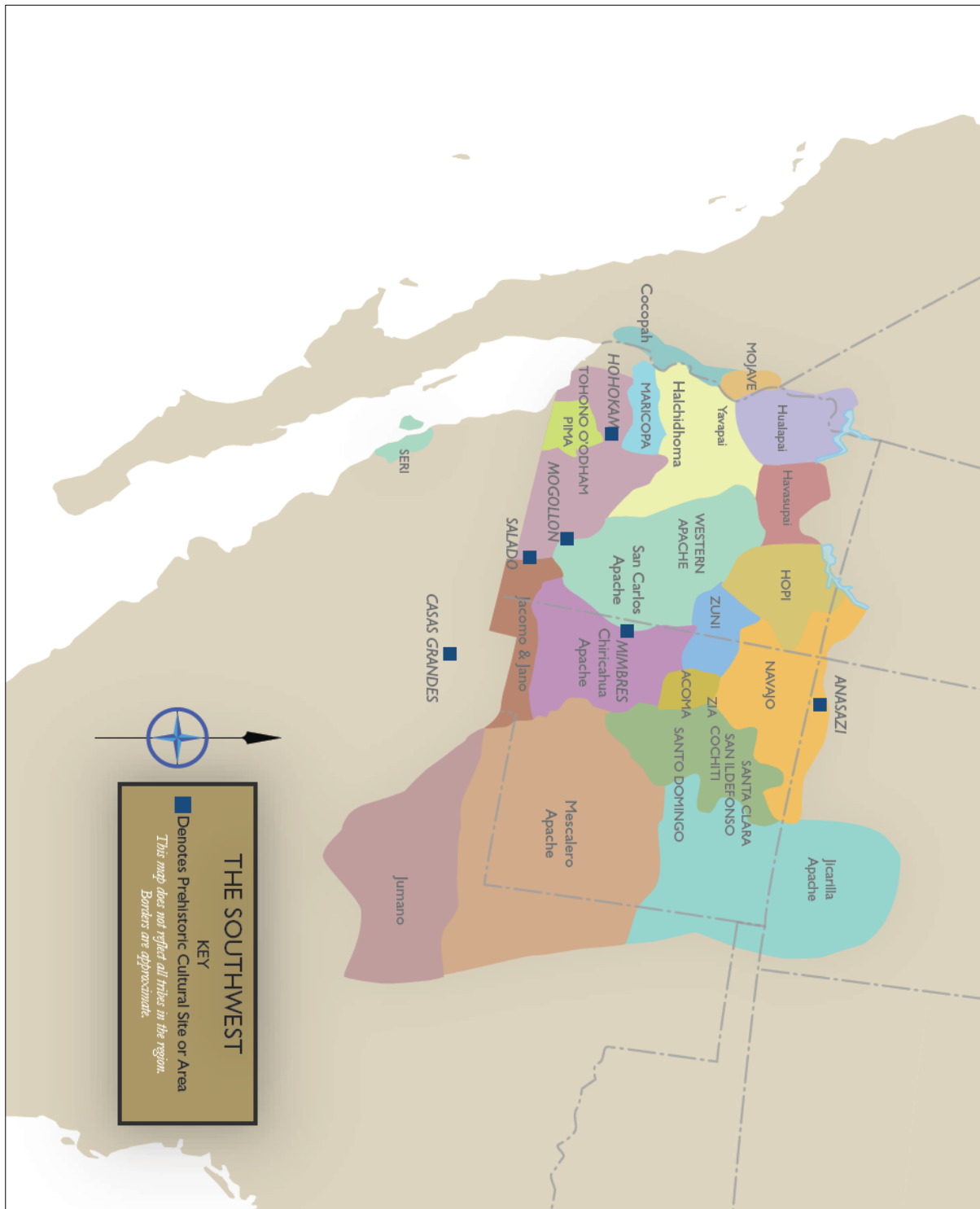
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California



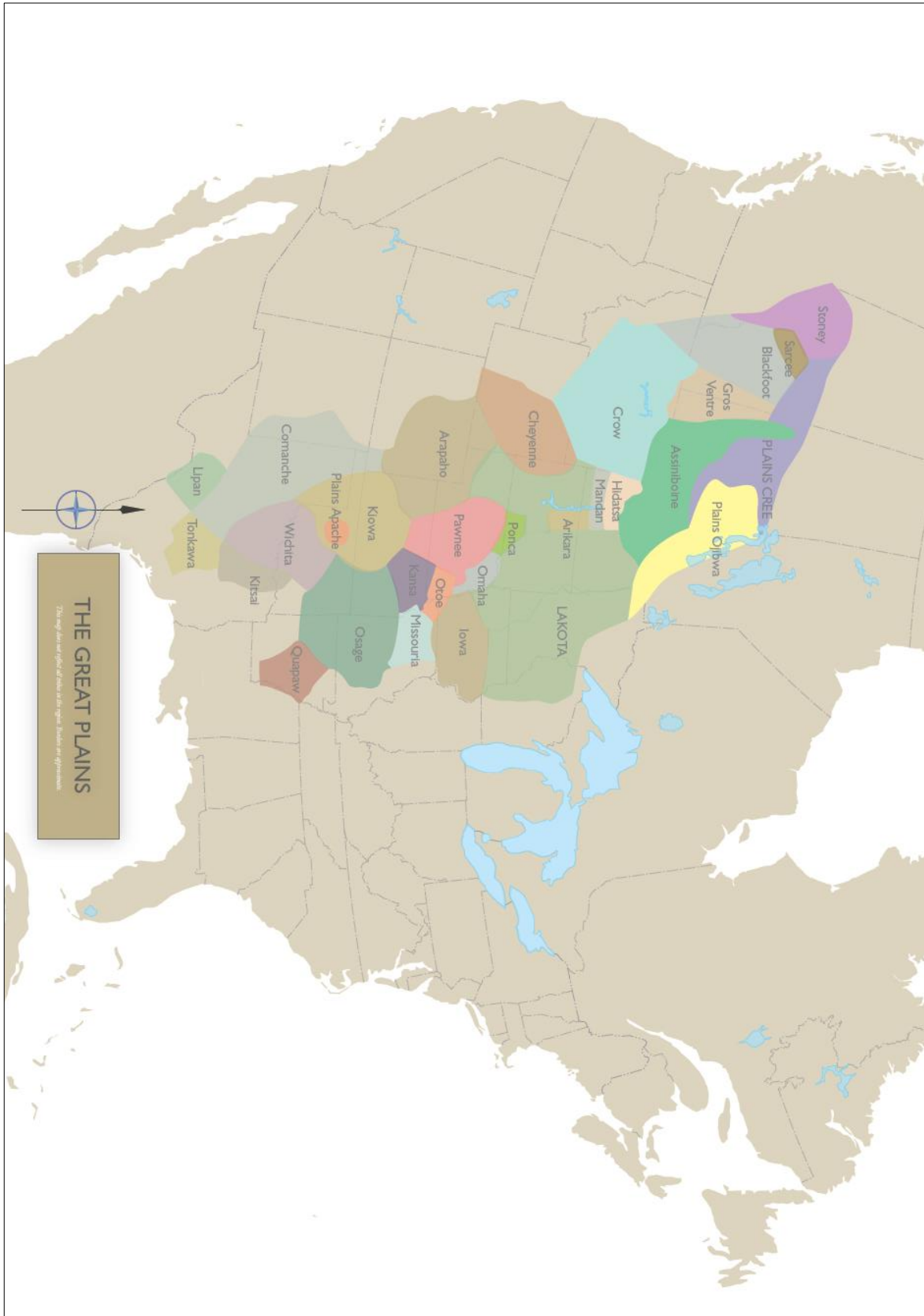
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The Southwest



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The Great Plains



B O W E R S M U S E U M

Trade Game Card Ideas

Arctic North

- Organ lining
- Seal hides
- Fish
- Seasonal Berries
- Whale Blubber
- Wooden poles
- Whale bone
- Ivory, walrus tusks

Northwest Coast

- Nuts
- Seasonal Berries
- Cedar poles
- Animal hides and teeth: seals, whales, goats, sheep, deer, moose, elk, bear
- Rocks
- Sea shells
- Birds

California

- Animals hides and teeth: deer, elk, rabbits, squirrels, bear
- Sea shells
- Acorns
- Nuts
- Grasses and seaweed
- Oak Tree
- Redwood Tree
- Salt
- Birds

Southwest

- Animal hides and teeth: reptiles and snakes
- Corn, squash, sunflower seeds
- Brush and dry grasses
- Cactus
- Clay
- Wooden and Bone poles
- Birds

Great Plains

- Animal hides and teeth: Buffalo, deer, elk, bear, beaver, porcupine, antelope, wolf
- Grasses
- Rocks and smooth river stones
- Nuts and berries
- Fish
- Birds