Lesson Plan

Grades 5–8

Subject: Art, Social Studies

Time: 45–60 min.

Overview

Students discuss differences between cultural appreciation and appropriation and watch a short Barnes Foundation video explaining the different aspects of Navajo art, textiles, and culture. Students look closely at Navajo weaving and design their own textile to show appreciation of their own culture.

Objectives

By the end of the lesson students will be able to

- Explain how important weaving is to the Navajo by providing an example from watching a short video.
• Analyze an artwork to identify cultural associations suggested in the imagery.
• Identify how cultural appropriation can be harmful and how to avoid it in their creative process.
• Explain how their aesthetic choices in making their own design are influenced by their culture and environment.

**Procedure**

• Introduce the concepts and definitions of cultural appropriation and cultural appreciation. Ask students questions and share images of cultural appropriation in advertising.
• Introduce the Barnes Foundation video to students and ask them to answer the pre-video questions.
• Play video and have students write observations while listening.
• Have students complete after-video questions. They should share their answers out loud.
• Introduce the **Serape** activity. Students should answer the two questions about the textile with a partner before reading. The paragraph about the **Serape** should be read out loud by a volunteer after questions are answered.
• Ask students to create their own blanket design and answer the questions using the worksheet.
• Students can share designs and answers to questions.

**Materials for lesson**

• Barnes Foundation Crossing Boundaries video (www.barnesfoundation.org/teachers)
• Image of **Serape**
• Teacher Background (for information about **Serape**)
• Video Activity Worksheet
• Materials for students:
  - Video Activity Worksheet
  - Paper for drawing
  - Ruler
  - Pencils, crayons, markers
Barnes Foundation Video Activity Procedure

Pre-Video Questions

1. Where have you seen images of cultures other than your own in music, advertising, movies, TV?

2. Have you seen anything that seems like appropriation? Why did it not respect that culture? What would you do instead to be more appreciative of that culture? Share images of advertising as examples of cultural appropriation from Cultural Appropriation Resource (https://theartofeducation.edu/2018/09/18/how-to-avoid-cultural-appropriation-in-your-lessons/)

3. Do you know anything about Pueblo or Navajo people? Have you possibly learned about them in an earlier class?

4. What part of the United States do you think these groups come from? Hint: the region is dry and desert-like.

Play video from 1:12–6:50

Observations while Viewing

- Write down 2 interesting things about Navajo culture you learned from watching the video.
- Were there any keywords that the weaver said during the video?

After-Video Reflection

- Why is it important to understand/learn more about the culture and artwork of the Navajo people?
- Do any of the pieces that you saw inspire you or interest you?
Student Name: ________________________________

Video Activity Worksheet

Pre-Video Questions

Where have you seen images of cultures other than your own in music, advertising, movies, TV?

Have you seen anything that seems like appropriation? Why did it not respect that culture? What would you do instead to be more appreciative of that culture?

Do you know anything about Pueblo or Navajo people? Have you possibly learned about them in an earlier class?

What part of the United States do you think these groups come from?

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Were there any keywords that the weaver said during the video?
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Curriculum Standards

National Visual Arts Standards

- *Responding (VA:Re.7.1.8a)* Explain how a person’s aesthetic choices are influenced by culture and environment and impact the visual image that one conveys to others.

- *Responding (VA:Re.7.2.5a)* Identify and analyze cultural associations suggested by visual imagery.

- *Connecting (VA:Cn11.1.8a)* Distinguish different ways art is used to represent, establish, reinforce, and reflect group identity.

- *Connecting (VA:Cn11.1.5a)* Identify how art is used to inform or change beliefs, values, or behaviors of an individual or society.

C3 Framework for Social Studies State Standards

- *(D1.1.3-5.)* Explain why compelling questions are important to others (e.g., peers, adults).

- *(D1.2.3-5)* Identify disciplinary concepts and ideas associated with a compelling question that are open to different interpretations.
Serape, Navajo, c. 1875-85