

Tribal Culture of the Tlingit

Student Name: Eric Rosenthal

Grade Level: 7

Number of students: 16

Unit Plan (5 lessons, Lesson plans are provided for 3 lessons)

Essential Questions:

What is art?

What kind of role does art play in our daily lives?

How is art connected to our relationship with the external world?

What is the future of the Tlingit culture?

Rationale:

It is important for people to realize that creating art is a uniquely human thing and we do it to make note of our identity. Other animals may be able to sing but only we can construct a song that is distinctly our own. Other animals can build things but only we embellish our work with symbols that represent our view of the world, our expression of what our lives mean. It is important to recognize and understand minority cultures. Through their expressions of art we are able to better understand their unique worldview and broaden our own.

Pre-unit Assignments and/or Student Prior Knowledge (ex. background knowledge, possible misconceptions, prior lesson content):

Students will have experienced art but may consider it something that is limited to the museum. Students are likely to be familiar with Native American art, but it is possible that they are not familiar specifically with art of the Tlingit Tribe. In the lesson's warm up, students will watch a video that explores the topic of art. The teacher will lead a discussion and elicit prior knowledge about the topic of the lesson. Students who are knowledgeable will share their opinions and the teacher will give a basic introduction to Tlingit culture.

Standards:

NJCCCS 6.1.4.D.13

Describe how culture is expressed through and influenced by the behavior of people. NJCCCS

1.2.5.A.1

Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.

Materials: (List all, include any online or book references)

Television or projector

Computer

Collage of Tlingit Art forms, cut into sections

Discussion Handout

Homework handout

Lesson Beginning:

The teacher will ask the students to explain what they think art is and where they can commonly find it. Get responses and probe students further about the types of art they are familiar with, the names of artists and compositions. The teacher then asks them what they know about Native American Art. After a brief discussion, the teacher will introduce the Tlingit tribe of the Pacific Northwest.

Step by Step plan: Session 1

1. Lesson beginning. – 10 minutes
2. Students break into groups of three and the teacher hands out sections of the Tlingit art collage as well as a handout with questions to guide their discussion. - 2 minutes
3. The students will discuss the various art forms represented on their collage piece with the aid of the discussion handout. Students will be encouraged to listen carefully and respond thoughtfully to their partner’s ideas. Each group member will be recording all of the group findings on their own handout. The teacher will monitor and probe students for more information as is necessary. -10 minutes **Perception, Induction, Analysis, Same/Different Questions.**
4. The teacher will post the entire collage on the television screen and prompt students to reflect on how their perceptions changed when they saw their piece in context. Class will discuss the themes presented in the collage. Questions posed prompt students to make insights about the art forms they have been exposed to. The teacher will write responses on the whiteboard for the class to copy down after the discussion. -15 minutes
5. Closure – 8 minutes

Closure:

The teacher will pass out the homework sheets and tell students to choose one of the five questions to write a response about for homework. During this time the teacher will answer any questions about the homework and students will copy down notes from the discussion.

Insight Questions.

Learning Objectives	Assessment
Cognitive Objective: Students will have drawn conclusions about and made insights about the relationship between are and the outside world and daily life.	The teacher will correct the homework problems the students completed to assess the level of understanding and accuracy each student has.
Psychomotor Objective: The students will demonstrate their ability to be involved effectively in a group, getting their ideas out and respectfully attaining the ideas of others.	The teacher will observe the students as they work in groups noticing their level of participation and attention to others in the group.
Affective Objective: Students will work effectively and cooperatively while in small groups to brainstorm.	The teacher will observe the students as they are working in groups and look for respectful and beneficial team behavior.

Key Questions (that you will ask):

What kind of inferences can we make about Tlingit life by looking at their art?

What type of relationship does art have to the world around us?

What kind of connection can you make between art and everyday life?

Based on what you can infer from their art, what kind of connection did Tlingit people have with animals?

Classroom Management:

The teacher will monitor the noise level as the groups discuss to maintain it at a reasonable level.

Students will be reminded to take turns speaking so that they are showing their classmates respect by not having to talk over each other.

Differentiation:

For students that have difficulties with language, have problem words printed out with their definitions on the whiteboard. Students will be grouped so that there are students with stronger language skills there to assist those that are less fluent. Students that tend not to shy away from participation in groups can be the group recorder. Students having difficulties working with others will receive extra oversight by the teaching staff.

Name:

The Art of the Tlingit Tribe

	Group Responses	Class Responses
What do you <u>notice</u> about the picture? <u>Describe</u> what you see.		
What kind of <u>patterns</u> do you notice? Can you <u>observe</u> any representations of animals?		
How do you think the Tlingit people made these? Describe the <u>process</u> it would take to make this art. How are these art forms <u>different</u> from what you've seen before? How are they <u>similar</u> ? Tell us what you've seen in the past and explain.		







Step by Step plan: Session 2

1. Lesson beginning. Students are broken in groups according to the question they chose to write the homework response to. Students participate in small seminar circles and take notes about the content of their discussion. - 10 minutes **Insight Questions**.
2. Teacher collects the entire class and conducts a whole group feedback session. – 10 minutes
3. Students return to their original seat. Teacher hands out presentation questionnaire.– 2 minutes
4. Teacher gives presentation to students about Tlingit culture while students answer questions. Teacher reviews the answers with the students. **Perception, Analysis, Same/Different Questions** -15 minutes
5. The teacher hands out homework worksheet and clarifies any questions students may have while students begin to work on their homework assignment. -2 minutes
6. Closure – 8 minutes

Closure:

The teacher will direct students to begin working on the second part of their presentation questionnaire for their homework. Students will begin the questions and finish for homework. During this time the teacher will answer any questions about the homework and students will copy down notes from the discussion. **Insight, Appraisal, Evaluation, Summary, Idea**

Materials

Previous Homework handouts

Presentation Handout

Computer

Television

Home work handout

Learning Objectives	Assessment
Cognitive Objective: Students will have drawn conclusions about and made insights about the relationship between are and the outside world and daily life.	The teacher will observe the students during group discussion and review homework after class.
Cognitive Objective: Students will have learned factual information about the Tlingit Tribe.	Students will complete a handout during a presentation and the answers will be reviewed following.
Psychomotor Objective: The students will demonstrate their ability to be involved effectively in a group, getting their ideas out and respectfully attaining the ideas of others.	The teacher will observe the students as they work in groups noticing their level of participation and attention to others in the group.
Affective Objective: Students will work effectively and cooperatively while in small groups to brainstorm.	The teacher will observe the students as they are working in groups and look for respectful and beneficial team behavior.

Key Questions (that you will ask):

What kind of inferences can we make about Tlingit life by looking at their art?

What type of relationship does art have to the world around us?

What kind of connection can you make between art and everyday life?

Based on what you can infer from their art, what kind of connection did Tlingit people have with animals?

After learning more about the Tlingit culture, what type of connection can you make between their art and culture?

Consider the different forms of art we've seen from the Tlingit tribe. Rank from them from most important to least important based on their use in daily life. Explain your rankings.

Imagine that you were the president of a program trying to revive the Tlingit culture and you were presenting to a group of Congressmen who know nothing about the Tlingit. Summarize what you've learned for the group. What opportunities do you see for the Tlingit people in American society?

Classroom Management:

The teacher will monitor the noise level as the groups discuss to maintain it at a reasonable level. Students will be reminded to take turns speaking so that they are showing their classmates respect by not having to talk over each other.

Differentiation:

For students that have difficulties with language, have problem words printed out with their definitions on the whiteboard. Students will be grouped so that there are students with stronger language skills there to assist those that are less fluent. Students that tend not to shy away from participation in groups can be the group recorder. Students having difficulties working with others will receive extra oversight by the teaching staff.

Name:

The Culture of the Tlingit Tribe

Directions: Listen and watch the presentation about the Tlingit people. Answer the questions.

1. What region are the Tlingit people from?

2. List four important parts of Tlingit culture?

a. _____

b. _____

c. _____

d. _____

3. Name four type of art forms Tlingit people create:

a. _____

b. _____

c. _____

d. _____

4. What are traditional Tlingit thoughts and beliefs based on?

5. Define 'animist'.

6. How many speakers of the Tlingit language remain?

7. You have now learned some information about the Tlingit people. Yesterday you discussed their art work. How have your ideas changed? How are they similar? How are they different?

Step by Step plan: Session 3

Lesson Beginning:

Students will watch an informative video about the Tlingit people from You-tube. Before the students watch the teacher will prompt the students with the question: 'Based on what we know about the Tlingit's past and present, can you predict what their future will look like? After watching the 5 minute clip student will discuss their ideas in small groups. After group work, the entire class will discuss their ideas. Teacher will probe students on their answers to the homework questions and collect student's responses at this time.

1. Lesson beginning. **Insight, Appraisal, Evaluation, Summary, Idea, Prediction Questions** – 20 minutes
2. Teacher handouts out project prompts. -2 minutes
3. Students receive their project prompts and decide which project to choose. Students are prompted to either create a piece of art that expresses their relationship with the world or create an action plan to help preserve Tlingit culture and art. **Action Questions**-25 minutes
4. Closure- 2 minutes

Closure:

The teacher will direct students work on their projects for homework. Students will be given another class period to work on their projects. After completion of projects, student will present their work in groups or individually and reflect on what they have learned.

Materials

Previous Homework handouts

Whiteboard

Computer

Television

You-Tube Clip (<http://www.youtube.com/watch?v=HhdhNso86tk>)

Home work handout

Learning Objectives	Assessment
Cognitive Objective: Students will have drawn conclusions about and made insights about the relationship between are and the outside world and daily life.	The teacher will observe the students during group discussion and review homework after class.
Cognitive Objective: Students will have considered the Tlingit people's past and current situations to make a prediction about the future of the culture.	Students will participate in a discussion and the teacher will observe the student's responses. Teacher will probe for additional ideas/reasoning.
Psychomotor Objective: The students will demonstrate their ability to be involved effectively in a group, getting their ideas out and respectfully attaining the ideas of others.	The teacher will observe the students as they work in groups noticing their level of participation and attention to others in the group.
Affective Objective: Students will work effectively and cooperatively while in small groups to brainstorm.	The teacher will observe the students as they are working in groups and look for respectful and beneficial team behavior.

Classroom Management:

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Name:

The Culture of the Tlingit Tribe

Directions: Read the prompts carefully and choose one to work on.

1. In our unit on Tlingit culture and art, we have discussed the relationship of art to the world around us. Art and spirituality are incorporated in nearly all areas of Tlingit culture, with even everyday objects such as spoons and storage boxes decorated and imbued with spiritual power and historical beliefs of the Tlingit's. Compose your own piece of art- painting, jewelry, carving, pottery, etc. - that represents your relationship to your world.
2. You are the president of a group that is attempting to preserve the culture of the Tlingit in the United States. Make a report to the community highlighting the important aspects of Tlingit culture and their current situation. Create a poster, brochure, or podcast explaining to the public the importance of preserving this culture. You may collaborate with two other people to produce your work.