



3rd Grade standards-based lesson plan

Rogers Art Collection

Standards:

SS3H1 Describe early American Indian cultures and their development in North America. a. Locate the regions where American Indians settled in North America: Arctic, Northwest Southwest, Plains, Northeast, and Southeast. b. Compare and contrast how American Indians in each region used their environment to obtain food, clothing, and shelter. c. Discuss how American Indians continue to contribute to American life (e.g., arts, literature).

[CCSS.ELA-LITERACY.W.3.10](#)

Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

VA3.RE.1 Use a variety of approaches for art criticism and to critique personal works of art and the artwork of others to enhance visual literacy. a. Recognize that responses to art change depending on knowledge of the time, place, and culture in which works of art are created. b. Use art terminology with emphasis on the elements of art and/or principles of design. c. Use a variety of approaches to engage in verbal and/or written art criticism. d. Use a variety of strategies to critique, discuss, and reflect on personal works of art and the work of peers.

VA3.CN.1 Investigate and discover the personal relationships of artists to community, culture, and the world through making and studying art. a. Recognize the unique contributions of contemporary and/or historical art forms, including Georgia artists. b. Compare ideas and universal themes from diverse cultures of the past and present. c. Recognize ways that artists are involved in communities and careers (e.g. architects, painters, photographers, interior designers, educators, museum educators).

Activity:View Native American artwork from the regions mentioned in SS3H1 with your students. Describe and discuss the painting as students view it. What colors or designs stand out? How does the title reflect the theme? What tribe is the artist affiliated with? Then have students write a response to the questions below for each piece of artwork. Have students share and discuss responses.

View each piece of artwork and respond/discuss/explain the following:

- How does this piece of art reflect the region/culture/tribe it illustrates?
- Does this artwork show how American Indians of the region obtained food, clothing, and/or shelter or types of food, clothing, shelter? Give details of each.
- What piece of artwork did you like the best? Explain why.

Artwork from Southeast:

- Nature's Treat by Virginia Stroud
- Picking Chestnuts by Mary Adair
- Turtle Says Let Women Dance by Dorothy Sullivan
- Memories from My Past by William Rabbit
- Daughters of Selu by Jeanne Rorex-Bridges
- Corn Harvest by Jean Bales
- Drying Food by Jean Bales
- Cherokee Man by Robert Annesley
- Patterns by Robert Annesley
- Stickball Players by Clayburn Straughn
- Lidded earth carrier basket by Mavis Doering
- Where Have They Gone by Bert Seabourn
- Pheasant Dance by Troy Anderson
- Friendship Dance by Catherine Ann Rutledge-Gates
- Seminole Woman by Fred Beaver
- Seminole Man by Fred Beaver

Plains:

- White Buffalo Cow Dance by Jean Bales
- Waiting the Birth of a Chief by Sherman Chaddlesone
- Confrontation by Paul Pahse-Topah
- Cheyenne Sun by Harvey Pratt
- Spring Encounter by Lee Bocock

- Wolf Warriors of the Plains by David Williams
- Plains Indian Chief Communicating by Fred Beaver
- Wichita, My Son by Blackbear Bosin
- Buffalo Clan by Walt Harris
- Prayer Vigil (Summer Before Buffalo Hunt) by Paul Pase-Topah
- The Scout by Truman Lorentz
- They Follow Him by Harvey Pratt
- Renewal Encampment by Lee Bocock
- Kiowa Warrior and Wife by Mopope

Southwest:

- Hopi Treasures by Brenda Grummer
- First Texans by Robert Taylor
- Hopi Green Dance by Mopope
- Night Pueblo by Bert Seabourn
- Votive Walk by Connie Seabourn
- Fruit of the Cactus by Virginia Stroud
- Ceramic pottery bowl by Marie Chino (Acoma pueblo)
- Navajo Night by Gary Yazzi
- They Bring Her Life by Cliff Doyeta

Northeast:

- Stomp Dance by Ruthe Jones

Pacific Northwest:

- Bird mask

Possible extension using Traveling Trunk: Everything in the traveling trunk is about Cherokee Indians and the Trail of Tears, so if you are doing a unit on each region, the trunk's contents could be used for the Southeast. Corn, beans, and squash seeds and cornhusks can be passed around to represent Southeast, Southwest, and Northeast foods. The deerskin could be used the same way, since other regions also hunted and used deer. The book, *...If you Lived With the Cherokee*, and other items (pottery, doll, ballgame sticks) can be used when discussing the Southeast. Extension lesson plans with activities are included in the traveling trunk.

Writing Extension Activity:

[CCSS.ELA-LITERACY.W.3.7](#)

Conduct short research projects that build knowledge about a topic.

Students can choose or be assigned one of the regions from social studies standard 3H1 to research. Students will choose a way to show their knowledge (short research paper or power point presentation) about the region and the Native Americans who lived there.

Literacy Extension Activity:

[CCSS.ELA-LITERACY.RL.3.2](#)

Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text

Discuss what folklore is and its importance to culture. Explain that folktales often fall into one of the following categories: creation, why stories (porquoi), trickster tales, hero tales. Read folk-stories from each region (SS3H1) with your students. Discuss the moral and how it was conveyed. What kind of folktale, what was its purpose? Students will read a folktale on their own and respond by explaining the moral and how they determined it.

Folktales by region:

Southeast: *Story of the Milky Way, Legend of the Cedar Tree, Crossing Bok Chito, Chukfi Rabbit's Big Bad Bellyache*

Plains: *Legend of the Bluebonnet, Legend of the Indian Paintbrush, The Lame Warrior, Love Flute, The Boy and his Mud Horses, Crow Chief, The Earth Made New*

Southwest: *The Coyote and the Bear, The North Wind and the South Wind, Monster Birds, The Race of Tails, The Magic Hummingbird*

Northeast: *The Woman who Fell from the Sky, Rabbit's Snow Dance*

Pacific Northwest: *How Raven Stole Crow's Potlatch, Beneath Raven Moon*

Arctic: *The Hunter and the Polar Bear, The Dancing Fox, Crow Brings Daylight, The First Tears, The Polar Bear Son*

Resources for folktales:

www.librarypoint.org

<https://www.whatdowedoallday.com/native-american-folktales-for-kids/>

<https://www.readingrockets.org/booklists/native-american-stories>

<https://www.indigenouspeople.net/stories.htm>

