

Global Perspectives, Local Communities

Grade Level

7-10

Theme

The artist as an individual
The artist and society
Art communicates ideas
Materials and Processes

Objectives

Students will gain an awareness of important Oregon artists
Students will increase their understanding of different artistic processes
Students will analyze the relationship between an artist in an indigenous community and his or her work

Common Curriculum Goals

The Arts – Create, Present and Perform, Aesthetics and Criticism, Historical and Cultural Perspectives
Social Sciences – Geography, Economics

Overview

Indigenous communities have historically made art forms out of everyday objects. This lesson plan encourages students to look at specific cultures and the objects made within that culture, and to distill the most important images into their own sketchbooks. The second part of this lesson plan encourages looking at various organizations that help those indigenous cultures, and how we can interact with those organizations.

Images

Betty LaDuke Sketches

Focus Questions

While watching the documentary about Betty LaDuke, listen for the following information:

1. Which indigenous communities has Betty worked with? List the countries she has visited and documented.
2. How does Betty utilize her sketchbooks while she visits other countries? What is the role her sketchbooks play in developing and documenting ideas for her paintings?

Materials needed

Sketchbooks
Internet access
World map

Activities

1. Indigenous Communities

Research (45 minutes)

- a. Look at Betty LaDuke's website at www.bettyladuke.com.

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- b. Ask each student to choose two specific indigenous communities from the countries that Betty mentions in the documentary - Rwanda, Nigeria, India, Papua New Guinea, Peru, Indonesia, and Eritrea. Starting with the country, find a specific community within them.
 - c. Research the artwork created by each community. Consider –
 - a. Name the objects, the community, and the object's history within that community.
 - b. How long have community members been creating the objects?
 - c. What materials are used to make the objects?
 - d. What meaning do the objects hold in the community?

Sketch (45 minutes)

Ask students to use their sketchbooks to crystallize what they have learned. Use sketchbooks to 'record images of major impact'. 'Think through' the process of distilling images and the most important parts.

- a. What are the most meaningful objects from the community?
- b. What have you learned about the lives of the people creating the work?
- c. What are some details about the community to show in your sketchbook?

Present (45-90 minutes)

Ask each student to create a three minute presentation that includes

- a. Drawings of the objects
- b. A written piece about the relationship between the object and the community.

Students present their information to either a group, the whole class, or exhibit the information in an informal style around the room so that students can view each others work gallery-style.

2. Community Project (time is teacher dependent)

Discuss

Consider curriculum links and possibilities for learning about communities in other countries.

- a. Look at Heifer International (www.heifer.org), Habitat for Humanity, or another worldwide organization such as Mercy Corps.
- b. Brainstorm with the class ideas of what you can do to effect a community, either your own, or abroad.

Research

Choose one organization such as Heifer International, and ask students to look through the website. Consider:

- a. What is the history of the organization, including how it began?
- b. From the website, what can you tell about how the organization functions around the world?
- c. What countries does the organization work with?
- d. How long has the organization been in existence?
- e. How does the organization ask people to help others?
- f. How can your class interact with the organization to help those in need?

Design a Community Project

Design a project that would provide a service to a community, either local or abroad. Look at Heifer International (www.heifered.org) for ideas of what you can do to raise money. Choose one project from the heifered website, or create your own -

- a. As a class, or divided into groups, agree upon a project that would be feasible to accomplish.
- b. Write down the goals of the project, including why you chose it.
- c. Write down the steps it will take to reach your goals.
- d. Look at the resources listed under the Resource List below to aid in reaching your goals!



Resources and Websites

World map

Heifer International Education Resources: www.heifered.org

Habitat for Humanity: www.habitat.org

Mercy Corps: www.mercycorps.org

Fundraising help: <http://www.fundraiserhelp.com/>

Connections

1. Look for a grant resource that might contribute to a yearlong community project.
2. Hold a fundraiser for the project.
3. Consider working with high school Career Counselors to develop senior projects.