Native American Art Program Packet for Educators
How to Use this Packet
The Packet for Educators introduces educators to the Museum’s exhibits of Native American art and the Native American Art Program. We aim to prepare you for your Museum visit and provide resources for use in your classroom. We hope you will adapt the information provided in this packet for your curricular needs, and inform us of its value and effectiveness. In order to keep improving our resources for educators, we ask you to assess this packet and your Museum visit by filling out the evaluation form on the last page of this packet.

If you have any questions or would like to schedule a tour, please call the Education Coordinator at 508.620.0050 x 23 or e-mail jbrucker@danforthmuseum.org.

Program Description
The Native American Program includes a guided tour of the Museum’s Native American exhibitions and a related art activity taught by qualified instructors in the Museum School. At the museum, your students will:

- **Visualize** a Hopi Katsina ceremony and view the Museum’s collection of Katsina Dolls, used to teach Hopi children about the spirits that guide their well-being.
- **Compare** the art and land of the Southwest, Northwest, and Northeast through the strong colors and animal imagery of “crafts” objects in the ARTER collection. Special attention is paid to the resources available in each location.
- **Learn** about Arctic artifacts, including fur mittens, mukluks, and a sealgut parka. These Inuit clothing demonstrate amazing efficiency in the use of natural resources.
- **See** artwork by a contemporary Native American artist and Framingham State College graduate, Jaune Quick-To-See Smith.

Create an art project based on Native American design, using the bold style and symmetry that students see on display in the Museum.
At the Museum, your class will see Native American objects that show how art and crafts are influenced by the environment, both in the materials and visual decorations used.

The Museum has a permanent exhibition of 23 Katsina dolls carved by a variety of Hopi Native American artists. Each Katsina doll represents one of more than 300 benevolent spirits, who help to bring rain, bountiful crops, and a peaceful life to the Hopi people. At certain times of year, village men dress as Katsinas for ceremonial dances, taking on the spirits’ supernatural characteristics. Men make the Katsina tihu, or dolls, to teach young girls about the Hopi spirits and ceremonies. Also in the Katsina Gallery, don’t miss other Southwest art, including an Acoma seed jar and a black on black pottery bowl by Maria Martinez.

In the ARTER collection, splint baskets, birch bark containers, and other craft objects from the Northeast Woodlands highlight the importance of natural resources to traditional Native American culture. Although they were also proficient farmers, the peoples of the Northeast depended on their diverse forest environments to provide food and supplies for shelter, clothing, and useful objects, such as baskets. The materials they used depended on their forest environment.

The museum also possesses several articles of Inuit clothing from Bethel, Alaska. Fur-covered mukluks and mittens were designed for warmth. A seal gut parka was made by inflating seal intestines, slicing them open, and then sewing them together with grasses that grow on the tundra. When the coat becomes wet, the grasses swell, making the seams waterproof.

Jaune Quick-to-See Smith is a Framingham State College graduate who was raised on the Flathead Indian Reservation in Montana. In her mixed media painting, Sovereign Nations, the artist expresses the sense of loss and betrayal felt by her people after the Treaty of Hellgate, which turned over a majority of their territory to the United States government in 1855. Smith collaged paper copies of the treaty onto the canvas, where they are visible underneath the paint.
Massachusetts Curriculum Framework Connections

The Native American Program museum tour and art activity were created to support the Curriculum Framework put forward by the Massachusetts Department of Education.

**Visual Arts**

Students will...

... demonstrate knowledge of the elements and principles of design by: exploring the use of symmetry in their own artwork and artwork by others; and exploring composition by creating artwork with a center of interest, repetition, and/or balance. (*Standard 2, Elements and Principles of Design*)

... describe the various purposes for which the visual arts are created and interpret their meanings by: asking and answering questions about the artist, the artist’s intent, and the audience’s reaction. (*Standard 6, Purpose and Meaning in the Arts*)

... demonstrate their understanding of styles and stylistic influence by: identifying characteristic features of the fine and folk arts of North American native cultures; and creating works inspired by cultural styles. (*Standard 8, Concepts of Style, Stylistic Influence, and Stylistic Change*)

**Language Arts**

Students will...

... use agreed-upon rules for informal and formal discussions in small and large groups. (*Standard 1, Discussion*)

... pose questions, listen to the ideas of others, and contribute their own information or ideas in group discussions in order to acquire new knowledge. (*Standard 2, Questioning, Listening, and Contributing*)

**Social Sciences**

Students will...

... identify the climate, major physical features, and major natural resources in regions of North America. (*Standard 4.11*)

... describe the diverse nature of the American people by identifying the distinctive contributions to American culture of several indigenous peoples in different areas of the country (e.g. Hopi people, the tribes of the Northwest, and the Inuits). (*Standard 4.15A*)
ART-ON-THE-MOVE KITS

Bring the Museum Back to Your Classroom!

To extend learning into the classroom, educators may borrow Art-on-the-Move Kits, suitcases filled with hands-on teaching resources for your Native American curriculum. Suggested classroom activities are described on the next page. Kits are available for two weeks at a time, and are free for institutions with Education Memberships.

These are valuable objects! Educators are responsible for any lost or damaged items. Students are allowed to touch objects as long as they do so with extreme care.

Native American Kit #1

8 Art Objects with Fact Sheets
- Hopi Mini Katsina Doll
- Haida Raven Spirit Box
- Acoma Seed Pot
- Miniature Ojibway Birch Bark Canoe
- Sioux Beadwork Choker
- Miniature Navajo Rug
- Eastern Woodlands Wampum
- Pair of Southwest Moccasins

2 Books
- American Indians: the First Nations
- The American Indian Parfleche: A Tradition of Abstract Painting

1 CD
- Pow Wow Flutes

1 Video Cassette
- Maria: Indian Pottery Maker of San Ildefonso

12 Laminated Photographs
- Navajo Blanket Making
- Totem Pole
- Cedar Log Canoe
- Birch-bark Canoe
- Carved Mask (bird)
- Carved Mask (sheet 1)
- Carved Mask (sheet 2)
- Old Kachina Doll
- Laguna Pueblo Pottery
- Zuni Water Jar
- Painted Dress
- Crow Chief

Native American Kit #2

7 Art Objects with Fact Sheets
- Navajo Sand Painting
- Sioux Painted Hide Shield
- Miniature NW Coast Totem Pole
- Mohawk Warrior Dance Fan
- Cheyenne Parfleche Box
- Eastern Woodlands Corn Husk Bottle
- Southwest Blanket

2 Books
- The North American Indians in Early Photographs
- North American Jewelry and Adornment

10 Laminated Photographs
- Raven Mask
- Ghost Dance Shirt
- Cliff Dwellings of the Ancient Ones
- Painted Wall with Totem Spirits
- House and Totem Pole
- Haida Poles
- Rock Painting of Shield
- Painted Hide Shield
- Painted Robe
- Old Kachina Doll

Danforth Museum of Art: Native American Art Program
CLASSROOM ACTIVITY

In this activity, students will use the materials provided in one or both of the *Art-on-the-Move* kits to create a museum in their classroom. The students become the museum guides, presenting the objects on display to the class. (Grades 2-5)

**Materials Needed**
- "Art-on-the-Move" Kit (See page 6 for a description of the kit)
- Museum Label Template (See page 8)
- Artist Statement Questions (See page 9)
- Paper and pencils

**Learning Objectives**
- Students will learn about the art and environment of Native American tribes of the Southwest, Northwest Coast, & Eastern woodlands.
- Students will research and compile information on an assigned topic
- Students will teach and learn from their peers

**DIRECTIONS:**

*Brainstorm a definition of a museum with your class:*
- What museums have you been to?
- What makes it a museum?
- How are objects arranged in a museum?

*Create a list of how museums organize their objects:*
- What was your favorite thing to see (eg. at the Science Museum)?
- What other objects were in that room?
- Why do you think they were put in the same room?

*Consider as a class how the objects from the *Art-on-the-Move* kit could be organized for visitors to see, like in a museum.*

You or a student assigned as the “curator” will take each object and photograph from the *Art-on-the-Move* kit so that the class may examine and decide how to group them.

**Possible themes:** Materials (plant, animal, mineral), Regions (Southwest, Pacific Northwest, Eastern Woodlands, Great Plains), Use of object (transportation, clothing, storage)

**Idea: Write a Museum Label!**
1. Ask each student to choose their favorite object (keeping in mind that students may need to share objects) and pretend that they are the maker of that object.
2. Write a label from the perspective of the maker using the template provided on the next page.

**Idea: Write an Artist Statement!**
1. Ask each student to pick a favorite object (keeping in mind that students may need to share objects) and pretend that they are the maker of that object.
2. Write an artist statement from the perspective of the maker about that object, using the questions provided on the next page.

**Idea: Give a Tour!**
1. Working in groups of 2-3, students pick one object to examine in more detail.
2. Using information found on the object description sheets or the back of the laminated photographs, students prepare a presentation on that object for the class. What questions did they have when looking at the object? How can they answer those questions for the class?
3. Consider inviting another class to visit your classroom!

**Wrap-Up**
Conclude with a discussion of the students’ experience.
What is your favorite object now? Did your choice change?
Do you have any questions or suggestions about any of the objects?
Where could we find more information about that object?
Write a Museum Label

What is a museum label?
Next to each artwork in the Danforth Museum of Art, you will find a label that gives information about the art.

Directions:
You are going to write a museum label for a Native American artwork. Choose your favorite object from the Native American Art-on-the-Move kit, and pretend you are the maker. Write a label for your artwork, using information from the object’s fact sheet.

Example:

<table>
<thead>
<tr>
<th>NAME OF ARTIST</th>
<th>NATIONALITY OF ARTIST (BIRTH – DEATH)</th>
<th>TITLE, DATE</th>
<th>MATERIALS USED</th>
</tr>
</thead>
<tbody>
<tr>
<td>MARIA MARTINEZ</td>
<td>American (1882-1980)</td>
<td>Black Pottery Bowl, ca. 1940</td>
<td>black fired pottery</td>
</tr>
</tbody>
</table>

When the date is not known exactly, use “ca.” an abbreviation for circa, meaning “around.”

Create a museum label for your object!
CLASSROOM ACTIVITY

Write an Artist Statement

Every artist writes an “artist statement” to tell us, the museum visitors, about their artwork. An artist statement includes the artist’s name, the artist’s art background (for example, how long they have made art), a sentence describing the materials they used, and a short description of the object the artist made.

Today, you will choose your favorite object from the Native American Art-on-the-Move kit. Pretend that you are its maker! With a partner, talk about your object, using the questions below as prompts. After you have discussed the object, write your artist statement down on a separate sheet of paper.

What is your name?
_____________________________________________________________________________________

How long have you been making art?
_____________________________________________________________________________________
_____________________________________________________________________________________

How did you make this object? What materials did you use?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

What does this object look like? What does it mean to you?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Why do you like it?
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________
_____________________________________________________________________________________

Danforth Museum of Art: Native American Art Program
Books

**General**

**Inuit**

**Northeast Woodlands**

**Katsina**

Online Resources

**Jaune Quick-To-See Smith**
- “Historical and Cultural Overview of the Flathead Reservation” [http://www.ammp.org/pdf/FlatheadOverview.pdf](http://www.ammp.org/pdf/FlatheadOverview.pdf)

A document created by the All Nations Alliance for Minority Participation that describes the history of the Native American tribes on the Flathead Reservation, where the artist was raised.

**Inuit**
- “Alaska Native Collections of the Smithsonian Institution” [http://alaska.si.edu/browse.asp](http://alaska.si.edu/browse.asp)

A pictorial catalogue of the Smithsonian’s collection of native Alaskan artifacts with accompanying information on the indigenous cultures there represented

**Hopi**
- “Rainmakers from the Gods: Hopi Katsinam” [http://www.peabody.harvard.edu/katsina](http://www.peabody.harvard.edu/katsina)

An online exhibit from the Peabody Museum of Archaeology and Ethnology, complete with information about Hopi traditions as well as a thumbnail index of over thirty different Katsina dolls.

**Northeast Woodlands**
- “Native American Facts for Kids” [http://www.native-languages.org/kids.htm](http://www.native-languages.org/kids.htm)

A section of the Native American Languages website with information about many Native American tribes in an easy-to-read format designed for children. For information on some Northeastern Woodland tribes see theses “Fact sheets about specific American Indian tribes” sections: Algonquins, Chippewas, Hochunks, Iroquois, Lenni Lenape, Mohegans, Mohicans, Montauk, Munsee, Nanticokes, Narragansett, Nipmuc, Pequot, Potawatomi, Sac and Fox, Shinnecock, Wabanakis, and the Wampanoag.

- “The Language of Native American Baskets from the Weaver’s View” [http://www.nmai.si.edu/exhibitions/baskets/](http://www.nmai.si.edu/exhibitions/baskets/)

This online exhibit from the National Museum of the American Indian focuses on the creation, use, and meaning of baskets to past and present Native peoples across North America.

Danforth Museum of Art: Native American Art Program
While the following vocabulary is explained by the docent during the tour, it is helpful for students to be familiar with these words.

**Ceremony:** an event performed in a regular, unchanging way. Ceremonies are often performed on special occasions. For example, blowing out the candles on your birthday cake is a ceremony.

**Climate:** the weather of a particular region over a long period of time

**Collage:** a work of art usually made by gluing pieces of different materials on to a flat surface

**Contemporary:** of the present time

**Crafts:** useful objects that are also beautiful

**Environment:** everything that surrounds and influences a person, including living and non-living things. For example, your desk is one part of your environment at school. Your classmates are also part of your environment.

**Fetish:** an object believed to have magical powers

**Influence:** a person or thing that affects another. For example, ever since you were a baby, your parents have influenced who you would grow up to be.

**Mixed media:** using more than one material or technique in a single work of art

**Natural resources:** any material found in nature that has value. Natural resources can include soil, wood, air, water, oil or minerals.

**Perceptive:** able to look and understand easily

**Symbol:** something visible that stands for something else beyond itself. For example, the “+” sign is a symbol for addition.
Before Your Visit:

☐ Copy, distribute and discuss the enclosed Youth Group Visit Guidelines with all teachers and chaperones who will be accompanying your group.

☐ Prepare nametags so that Museum Docents may easily interact with students during tours.

On the Day of Your Visit:

☐ Plan to arrive early to provide sufficient time for restroom visits and group organization.

☐ Bring full payment (cash, check, or credit) to cover the cost of the total number of group members present on the tour day.

☐ With its old heating system, the Danforth Museum of Art is sometimes quite toasty or a little cool. Layering always works best!

When You Arrive:

☐ Busses may park on local roads around the museum during the visit. Please make arrangements with the bus driver to meet you at the front entrance after your tour. There is a parking lot for cars.

☐ Please use the main entrance on Union Avenue, where a Danforth Museum Docent will meet you.

☐ Payment for your visit should be made at the front desk in the lobby of the Museum.

Accessibility

☐ The Museum is handicapped accessible. The elevator entrance is marked by a red awning, on the Pearl Street side of the building.

☐ Please inform Kendra Keefer-McGee when making reservations if you will need to use this entrance.

Cancellations, Late Arrivals, and Emergencies:

☐ Tours begin promptly at the time indicated on the Guided Tour Confirmation form. Groups arriving more than 15 minutes late may have to conduct a self-guided tour.

☐ To cancel a tour, please contact Kendra Keefer-McGee at (508) 620-0050 x. 23 at least 48 hours in advance.

☐ On the day of your tour, please contact Visitor Services at (508) 620-0050 to advise of a late arrival or emergency cancellation.

☐ Snow policy: The Museum will be closed if Framingham Public Schools are closed due to weather conditions.

After Your Visit

☐ In order to assess and improve our educational programs, we ask you to help us by filling out and returning an evaluation form after your visit. In advance, thank you!

Contact: Kendra Keefer-McGee, Education Coordinator
(508) 620-0050  x 23
KKefer-McGee@danforthmuseum.org
Please copy and distribute this sheet to all teachers and chaperones prior to your visit to the Danforth Museum of Art. Thank you!

MUSEUM RULES

• We require at least one adult chaperone for every ten students. Please ask chaperones to help the children follow museum rules.
• For pre-school children’s tours, we require one chaperone for every four children.
• Please do not photograph or video tape while in the Museum.
• Please do not touch artwork in the Museum. Remind students not to lean on walls or display cases.
• Please do not bring food, gum, or beverages into the Museum galleries.
• Please use pencils if you need to write during your museum visit. Pens and markers are not allowed in the Museum galleries.
• Student cell phones must be turned off during tours.

PLEASE DO...

• Ask questions!
• Look, and then LOOK again! You will see new things every time you look carefully at art.
• Enjoy your visit to the Danforth Museum of Art!
Danforth Museum of Art: Native American Art Program
Via Public Transportation

The Framingham Commuter Rail Station on the Worcester/Framingham Line is less than a mile away from the Danforth Museum. This train departs from South Station. For schedules and fares, visit the MBTA web site.

The MetroWest Regional Transit Authority (MWRTA) stops near the Museum. Visit the MWRTA web site (www.mwrtta.com) or call 508-935-2222 for more information. Click for MWRTA routes and schedules.

From Boston and Points East

Take the Mass Pike West to Exit 13, Framingham and Natick. After toll booth, bear right onto Route 30 West. Continue on Route 30 about 1 mile and make a left turn onto Route 126 (Concord Street). Continue about 1 mile and at Dunkin’ Donuts take a right onto Lincoln Street. Take your first left onto Pearl Street. Continue up the block. The Danforth Museum of Art will be on your right. Enter the parking lot before the stop sign at Union Avenue.

From Worcester and Points West

Take the Mass Pike east to exit 12 and make a right turn after the toll booth onto Route 9 east. You’ll come to a set of lights at Temple Street, with a strip mall and Friendly’s on the right; continue straight through on Route 9 another mile to the Framingham/Edgell Road exit. At end of the off ramp, turn right at the light onto Main Street. This road becomes Union Avenue after you pass the Minuteman statue on your left in the small square. Proceed on Union Avenue about one mile. Make a left turn onto Lexington Street and an immediate right into the museum parking lot.
Thank you for participating in the Native American Program! Your feedback is vital to making future programs at the Danforth Museum of Art a success. Please return the completed evaluation by mail to 123 Union Avenue, Framingham, MA 01702 or fax to (508) 872-5542.

Name:                                   Title/Grade:
School/Organization:
Your Group’s Docent:                  Date of Visit:

☐ Please add me to the Danforth Museum of Art e-newsletter!
E-mail:                                 

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<th>Excellent</th>
<th>Good</th>
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<td>Native American Program Teacher's Packet</td>
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<td>Students' level of engagement in Museum tour</td>
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<td>Docent (museum guide) performance</td>
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<td>Art Activity</td>
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Comments:

What did your students like best about their visit? Did your students do anything today that surprised you?
_____________________________________________________________________________________
_____________________________________________________________________________________
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What suggestions do you have to improve the Native American Program Educators' Packet?
_____________________________________________________________________________________
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Please describe how this field trip enhanced or could better enhance your classroom curriculum?
_____________________________________________________________________________________
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Thank you for your time!
Danforth Museum of Art

Mission

The Danforth Museum of Art is dedicated to the celebration and creation of art. Established in 1975, the Museum is a non-profit, privately supported, public art museum whose primary purpose is to provide education in the visual arts for MetroWest through its collection of American art, exhibitions, Museum School and outreach programs in the community.

About Us

Focusing on American art from 18th century to present day, the Danforth Museum of Art is dedicated to showing the very best examples of contemporary art by both emerging and established artists, as well as an exploration of the School of Boston Expressionism. Our compelling exhibitions and permanent collection of over 3,500 works of art offer countless opportunities for all ages to explore a range of media and artistic forms of expression. Our mission strongly supports education - the 400 yearly studio art courses offered in our Museum School, family workshops and artist lectures offer our members and visitors numerous opportunities to learn and create.

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