



Juneau School District Elementary Art Program Art Activity Kit



Window to Raven and Eagle



GRADE: 3 TIME: 1 hour, 15 min.

Developed by Nancy Lehnhart, JSD Art Specialist

KIT INCLUDES:

- Lesson Plan
- 2 sample products
- 3 color combination boards
- ovoid, u-shape, s-shape board
- 5 rubber stamp sets, stamp pads
- 5 sets of eagle and raven photos
- step by step boards
 - draw/stamp/cut
 - tissue/glue/finish
- 2 books "Raven", "Eagle Boy"
- Raven, Eagle design boards (2)
- Git-Hoan Dancer boards (2)
- 4 Yéil, Ch'áak' vocab cards
- 5 small black trays
- enlarged "challenge sheet"
- cut "frame" example
- eagle and raven drawing guides

MATERIALS NEEDED:

Each student needs:

- 6x9" black paper
 - pencil w/eraser
 - 9x12" wax paper
 - large paint brush
 - portion cup
- #### Class needs:
- scissors
 - 1 cup elmer's glue + 1 cup water
 - 4x6" tissue paper pieces:
 - 30 ea: turquoise, red, royal blue,
 - 20 ea: yellow, dark green, white
 - 9x12" construction: 10 ea: red, yellow, white, turquoise, royal blue

LESSON DESCRIPTION:

Students learn about raven and eagle moiety in Tlingit culture and create a tissue paper collage that can be displayed in the window. Student's artwork includes an eagle or a raven silhouette, tissue in traditional colors, and a frame which includes the shapes "ovoid," "u-shape" and "s-shape."

VOCABULARY:

N.W. Coast formline shapes:
 ovoid s-shape u-shape
 Yéil (raven) Ch'áak' (eagle)

ART ELEMENTS:

- ☐ Line
- ☒ Shape/Form
- ☒ Color
- ☐ Value
- ☐ Texture
- ☐ Space/Perspective

ART PRINCIPLES:

- ☐ Pattern
- ☐ Rhythm/movement
- ☐ Proportion/Scale
- ☐ Balance
- ☒ Unity
- ☐ Emphasis

CONTENT CONNECTIONS:

Social studies:
 Tlingit moiety
 N.W. Coast culture
Science:
 ravens and eagles

OBJECTIVES: Students will:

- Draw silhouette of a raven or an eagle
- Recognize an ovoid, u-shape, and s-shape, traditional shapes in N.W. Coast art
- Use Tlingit traditional color combinations
- Create a mixed media collage

PREPARE:

- Copy lesson label "challenge sheet" (attached to lesson plan)
- Distribute the following materials to each student table group, best if students are sitting in groups of 4-5:
 - 6x9" black paper and a pencil for each student
 - one set each of 4 eagle and 4 raven photos in a small black tray on each table group
 - one set of rubber stamps and a stamp pad on each table group
- Set out color combination boards with appropriate selection of paper colors next to them (see photos below)
- Practice and prepare for introduction and demonstration. You will need kit visuals, two 9x12" black papers, a white pencil and a bright colored (red is good) dry erase marker.
- Have a cultural specialist clarify pronunciation of the Tlingit "Ch'áak" and "Yéil" (eagle and raven)

ENCOUNTER: Students learn about the raven and eagle moieties in local Tlingit culture, and N.W. Coast art formline shapes: ovoid, u-shape and s-shape.

Gather students in group area. Display the 2 books and the Raven and Eagle traditional formline designs. **We see a lot of ravens and eagles outside in our natural environment. We also see a lot of ravens and eagles in traditional Tlingit stories and art. Why is this? These are the words of Nancy Douglas, a local Tlingit teacher:**

"If you are Tlingit you belong to a moiety, you are either eagle or raven. Moiety means one of two equal parts. In Tlingit society these two equal parts are represented by the eagle (ch'aak) and raven (yeil). Tlingit's are a matrilineal society. We follow our mother's line; we belong to the same moiety as our mother. If your mother is eagle you are eagle. If your mother is raven you are raven."

Today you are going to do an art project called "Window to Raven and Eagle," it will let light through, like a stained glass window. Show project example.

What is similar between this project and the traditional formline designs of raven and eagle that you see here on display? Help student notice the formline shapes in the border or frame of the art project, and the presence of those shapes in the formline designs.

Display the ovoid, u-shape and s-shape board. Allow students to share how they would describe the shapes, and form the shapes with their hands. Invite a student to point out an ovoid and a u-shape in the traditional formline raven and eagle designs. Hold up the "enlarged challenge sheet" and have a student point to an s-shape. Explain that when they finish their project they will pick up a challenge sheet (show small copies) and try to "meet the challenge": circle the ovoids, u-shapes and s-shapes they find in the designs, can they find more than are listed?

Demonstrate project:

Show project example again. **Is the sample project of a raven or an eagle? How can you tell?**

Help students recognize the distinction in the beak shapes: raven straight and long, eagle, hooked.

Today you are going to be starting your project by drawing the "silhouette" of a raven or an eagle. A silhouette is just the shape, without details like eyes. It's like a shadow. People will be able to tell whether your bird is a raven or an eagle because of the beak, it will either be straight or curved!

Show raven and eagle formline designs. **Which formline design is the eagle (Ch'áak) and which is the raven (Yéil)?** Put vocabulary cards in the pockets on the designs and help student practice pronunciation. Display the photographs of the Git Huon Dancers. **Which dance mask is the eagle (Ch'áak) and which is the raven (Yéil)?** Place vocabulary cards in the pockets on the dance photos, and practice the Tlingit words.

Display the step by step board which illustrates the drawing and stamping steps. Briefly review the steps. Explain these points:

Each student will choose a traditional color combination to work with today. To begin the project you will take one piece of 9x12" colored construction paper from the selection in front of a "color combinations" picture. You will go back to this same combination later when you get tissue paper.

What colors are found in button blankets? Students name colors they see.



What colors are found in Chilkat Robes? Students name colors they see.



What colors are found in paintings? Students name colors they see.



Create the stamped frame: Choose eagle or raven head stamp (to match your silhouette) and stamp only one of them onto the edge of the construction paper. You may stamp as many ovoids, u-shapes and s-shapes as you want, creating a random design or a pattern. Model correct use of the stamp pad.

Cut out the center of the frame by cutting in from the side, then “bubble cutting” around the inside of the shapes to create a hole in the middle of the frame, the window. (See example of a cut frame)

Cut out your bird silhouette. As you share the stamps with your table group, cut out your bird silhouette while waiting for others to use stamps. Cut carefully, right on your pencil line.

When several students have finished the silhouette and frame cutting steps, stop the class and give instructions for the tissue paper/stained glass part of the project.

ENGAGE: Students draw the silhouette of a raven or an eagle, then create a mixed media window collage.

NOTE: The instructions for the teacher-guided drawing exercise is included on a separate page attached to this lesson plan.

Students will:

1. Choose one piece of colored construction paper from one of the 3 traditional color combinations.
2. Choose a raven or an eagle photograph from the collection in the tray (on tables.)
3. Place the photo next to the 6x9” black paper and indicate readiness to draw by an agreed upon sign, like putting their pencil in the air.
4. Follow teacher-guided drawing exercise to draw the silhouette of the raven or eagle photograph they have chosen. Students draw with regular pencil on the black paper. Graphite shows up on black.
5. Stamp a border around the edges of the colored construction paper, using ovoid, u-shape and s-shape stamps, creating a “frame” for the window.
6. Cut out the INSIDE of the frame.
7. Cut out the raven/eagle silhouette drawing, cut carefully, right on their pencil line.

Bring students back to the group area to explain the tissue paper and final steps of the project. Display the second step by step board.

Show students where to collect materials, as seen in the “you will need” photo on the step by step.

Demonstrate the steps on the board. Use the laminated window frame provided in the kit and lay it on to the wax paper. (Take this off again immediately so it can be re-used by next teacher.) Point out the step of “tucking in” the bird silhouette, just under the edge of the frame. Point out the last step of trimming the outside edges of the frame. They can leave it more square and just trim the wax paper, or they can bubble cut around their formline shapes to make it more interesting.

Remind students to try the challenge sheet when artwork is finished.

Students will:

1. Return to their seats to work.
2. After their frame is stamped, the inside cut out, and bird head is cut out, students can collect the needed materials to finish the project.
3. Tear tissue into strips, 3-4 strips per piece.
4. Brush glue over entire wax paper.
5. Lay all tissue strips on.
6. Brush glue over tissue strips.
7. Lay frame onto tissue and wax paper.
8. “Tuck” bird head into edge of frame.
9. Cut around the outside edges of the frame to trim away extra wax paper.
10. Write name on the frame, clean up and try the challenge sheet.

Helpful tips:

- When all students at a table group have finished drawing the bird head, teacher collects the sets of photos, keep sets together.
- Leave the small black trays on the tables for paper scraps.
- Students can put cut frame and bird head under their chair while gluing tissue down to keep them from getting glue on them.

REFLECT: Students practice introducing themselves to the class and observe artwork.

Gather students in the group area, with their artwork. Explain that to hear a person introduce themselves at a celebration or gathering is very common in the Tlingit culture. Those attending must listen attentively. The speaker uses a voice all can hear.

Students go around the circle introducing themselves (can be first name, or first and last, or first, middle and last.) Students show their artwork and say whether they made an eagle or raven. The teacher helps students practice the Tlingit for eagle and raven each time a bird is named, and makes a tally of how many eagles and how many ravens are made in the class as the artwork is shared.

Are we balanced?

How to set out color combinations:

Lean the color combinations boards against a wall and set the papers on the surface in front of them. If possible, have these near your demonstration area so you can refer to it during the teaching. Tissue paper should be under construction paper because it's needed later. After students have chosen their construction paper, remove the rest of it to reveal the stacks of tissue.



Chilkat Robe colors:
construction paper:
white, yellow

tissue paper:
green, white, yellow

Button Blanket colors:
construction paper:
red, royal blue

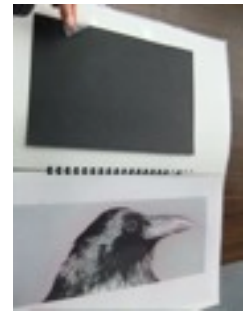
tissue paper:
red, white, blue

Painting colors:
construction paper:
red, turquoise

tissue paper:
red, turquoise (students will
take two of one color and
one of the other for 3 total.

Teacher-guided raven or eagle head drawing:

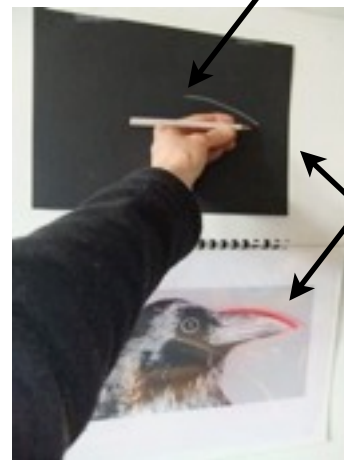
You will need a white colored pencil and a bright dry erase marker (red is good.)
Post the eagle and raven drawing guides on the board where all can see and tape a black piece of paper above each large photo.



NOTE: Move students through this exercise quickly and with confidence. Resist the temptation to stop in the middle and help students who are stuck. (Make sure other adults resist this also!) The majority of your students will complete their drawing with you and the others can be helped afterwards as the rest of the class moves ahead with stamping their frame. Help the students relax. You're going to help them see and draw their bird head with just 4 or 5 lines! Emphasize to the students that they are drawing the lines they see in their small photograph, not your large examples on the board.

Everyone starts together. Students show their readiness by raising their pencils, or some other sign, when they have a photograph chosen and it is next to their black paper in front of them.
Guide them through the drawing with the following steps:

1. Look at your photo of raven or eagle.
Using your finger on the photograph, trace the line that shows the top of the beak. If your bird is a raven it will be fairly straight, if your bird is an eagle it will be a very "hooked" or curved line.



Teacher models the finger tracing, or the "looking" step, by drawing with dry erase on the large photos (both raven and eagle.)

Teacher models the first pencil drawing step by drawing with white colored pencil on both black papers.

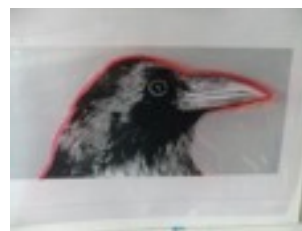
2. Now start in the center of your black paper and draw one line with your pencil, showing the top of the bird's beak.

3. Next draw the bottom of your birds beak. If your birds mouth is closed, this will be just one line, if your birds mouth is open, you may need more lines. Finish drawing the birds beak.



Teacher models each step with dry erase and with colored pencil, with both birds.

4. Next, draw up over the birds head and down it's back, off the paper. If you see any ruffly feathers you can show those by making a jagged line.



5. The last line is from the bottom of the birds beak down the chin and onto the chest. Your line can go off the paper.
That's it!



Teacher has modeled both birds while giving these instructions.

Note to teachers:

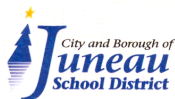
Each Juneau elementary school library houses a set of white binders of Tlingit Culture and Language Thematic Units. This art lesson was designed to support the theme of “Who am I?” and was created in consultation with cultural experts in the Juneau community.

Special thanks to Mary Folletti, Shgen George, Hans Chester and Nancy Douglas. Thank you to Goldbelt, Inc. and to Juneau School District Indian Studies Program for support with reference information and grant monies to purchase some materials for this art kit.

One in a Series of Tlingit Culture and Language Thematic Units

Aadóo sáyá Xát?

Who am I?



A series of elementary level thematic units featuring Tlingit language, culture and history were developed in Juneau, Alaska in 2004-6. The project was funded by two grants from the U.S. Department of Education, awarded to the Sealaska Heritage Institute (Boosting Academic Achievement: Tlingit Language Immersion Program, grant #92-0081844) and the Juneau School District (Building on Excellence, grant #S356AD30001).

Lessons and units were written by a team of teachers and specialists led by Nancy Douglas, Elementary Cultural Curriculum Coordinator, Juneau School District. The team included Juneau teachers Kitty Eddy, Shgen George, Kathy Nielson, Hans Chester and Rocky Eddy, and SHI language team members Linda Belarde, Yarrow Vaara, David Katzeek, John Marks, Mary Foletti, Rose Natkong and Jessica Chester. Curriculum consultants Julie Folta and Toni Mallott assisted and Annie Calkins edited the lessons and units.

Lessons were field tested in Juneau classrooms in 2005-6. All units are available online at sealaskaheritage.org.