

*Using Art to Tell our Stories*

|  |  |
| --- | --- |
| **Introduction** | |
| The example of embroidery highlighted in this lesson has cultural significance to the Kutch people of India. These skilled embroiderers included the peacock and floral motifs typical of this period. Ornately embellished fabrics are just one facet of India’s rich culture. Master seamstresses could add mirrors, sequins, and pearls, along with the embroidery to enhance the cloth.  Ornamentation is a universal form of non-verbal communication. Ornament signifies region of origin, social status, and cues about wealth. This example was made by expert craftspeople and was a piece only to be worn by the wealthy.  The following lesson can be taught during a unit examining Indian history and culture and world geography. | |
| **Indiana Standards Connections:**    GHW.1.2.a.1: Identify geographical features of Early Civilizations and the reason for growth/development/decline  7.2.1: Compare, contrast, and evaluate the different routes to independence from colonial rule taken by countries in Asia, Africa and the Southwest Pacific. Example: Australia, India and South Africa  GHW.2.3: Compare and contrast different religions in terms of perspectives on the environment and attitudes toward resource use, both today and in the past. India (Hinduism and Jainism): reverence for living things, especially for selected animal species. | **Compelling Question(s):**    What do the clothes we wear say about our wealth, our home, or our interests?  How can clothing help us express ourselves? |
| **Lesson Objectives:**  Students will be able to: analyze the significance of textile production and describe how textile work conveys messages of economic and social stratification.  Students will be able to: describe items that illustrate the interconnectedness between material goods, cultural tradition, and personal expression. | |
| **Materials** | |
| 1. Images of the bread stamp 2. Google Arts and Culture site and images to display [The Fabric of India](https://artsandculture.google.com/story/the-fabric-of-india/gQXhyULBmZ0cdQ?hl=en) 3. Projector/screen 4. Paper and art supplies for the students 5. Student access to computers for additional research | |
| **Learning Plan** | |
| **Activities**   1. Begin by reviewing the information shared on the Google Arts and Culture page *The Fabric of India.* 2. Ask students to think about what these examples of textiles and the embroidered example shared earlier in this lesson have in common. Give them a minute to think of a response, then have them turn to a partner and discuss. 3. Have students share what they notice. Students may mention that they both have similar patterns, types of materials, etc. Emphasize that each textile example is made by master craftspeople and reflect the owner’s culture and personal style. 4. While projecting the images, provide students with paper and art supplies. Have them consider the following: What about your culture is significant to you? How is your culture shown artistically? What is your personal style? How would you portray your personal style artistically? 5. Direct the student to use the paper and art supplies to sketch an article of clothing (i.e. t-shirt, pants, skirt, etc.). It should artistically include elements of their culture and personal style. 6. At the conclusion of the activity, students should be asked to describe their sketches. What did they include and why is it meaningful to them? | |
| **Assessment Suggestions**    Students can write a paragraph in which they describe what they learned about the history of textile production in India.  Students can conduct independent or group research projects on another item in the Toolbox for Global Readiness that illustrates the intersectionality between culture and personal expression. How are the items they chose similar or different from the Embroidered skirt? | |
| **Extensions**    This lesson can be extended to examine additional items that showcase the intersectionality between culture and personal expression. Students can conduct research on items of their choice or work in small groups where they are assigned one. They then can share their findings with the class. | |

Embroidered Gujarati Skirt Activity Possibilities

Some of the best opportunities for education are *integrative*—meaning that students are able to make connections across disciplines to reinforce the knowledge that they are developing. For example, they may be learning about Renaissance Italy in World Studies at the same time that they read Dante’s *Inferno* in English class while also studying Botticelli in Art. Feel free to combine and adapt some of the ideas across disciplines and standards to best suit your particular context. You can also collaborate with other teachers at your school or supplement the resources provided by contacting your librarian.

**Note: The following ideas are meant to give general guidance for teachers to include artifacts and other material culture in their classrooms. They are not meant to be treated as comprehensive activities or lessons that are one-size-fits-all for any classroom. They should be personalized to best fit the needs of a teacher’s individual context in accordance with prior student learning, student abilities, available resources, and any curricular guidance.**

**Art**

**Visual Arts – Responding:**

|  |  |
| --- | --- |
| Anchor Standard 7: Perceive and analyze artistic work  Enduring Understanding: Individual aesthetic and empathetic awareness developed throughout engagement with art can lead to understanding and appreciation of self, others, the natural world, and constructed environments.  Essential Question(s): How do life experiences influence the way you relate to art? How does learning about art impact how we perceive the world? What can we learn from our responses to art? | |
| VA:Re.7.1.1a | Select and describe works of art that illustrate daily life experiences. |
| VA:Re.7.1.6a | Identify and interpret works of art or design that reveal how people live around the world and what they value. |

**Visual Arts – Connecting:**

|  |  |
| --- | --- |
| Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.  Enduring Understanding: People develop ideas and understandings of society, culture, and history through their interactions with and analysis of art.  Essential Question(s): How does art help us understand the lives of people of different times, places, and cultures? How is art used to impact the videos of a society> How does art preserve aspects of life? | |
| VA:Cn11.1.1a | Understand that people from different places and times have made art for a variety of reasons. |
| VA:Cn11.1.4a | Through observation, infer information about time, place, and culture in which a work of art was created. |
| VA:Cn11.1.6a | Analyze how art reflects changing times, traditions, resources, and cultural uses. |

*Students can be asked to consider how art reflects time periods, cultures, traditions, etc. Part of their exploration of industrialization could be focused on how cultural aspects such as fashion can be seen as a result of this time period just as much as economic innovations, etc. How do people show their connectedness through clothing and accessories? What do trends tell us about what people cared about or what was popular? Why were certain artistic expressions popular? How does this connect to the goods and ideas that were being spread globally at the time?*

**Social Studies**

**Grade 7: History, Places, and Cultures in Africa, Asia, and the Southwest Pacific**

|  |  |
| --- | --- |
| 7.1.11 | Explain the reasons for European colonization of Africa, Asia, and the Southwest Pacific and analyze the long and short-term impact that colonization and imperialism had on the social, political, and economic development of these societies from both European and indigenous perspectives. |
| 7.1.18 | Compare and contrast perspectives of history in Africa, Asia, and the Southwest Pacific using fictional and nonfictional accounts including visual, literary, art, and musical sources |
| 7.3.1 | Formulate a broad understanding of the location of countries of Africa, Asia and the Southwest Pacific |

*Students can be asked to examine the ways in which artifacts allow us to learn about time periods and cultures. A larger exploration of trade can also be a focus of study. Discussion of cultural diffusion is imperative when considering trends in art, fashion, architecture, etc. and the exploration of the impact of globalization.*

**Ethnic Studies**

|  |  |
| --- | --- |
| ES.4.1 | *Students examine historical and contemporary economic, intellectual, social, cultural and political contributions to society by ethnic or racial group(s) or an individual within a group.* |

**Geography and History of the World**

|  |  |
| --- | --- |
| GHW.6.2 | *Use a variety of text (writing, maps, timelines and/or other graphic representations) to show the origin and spread of specific innovations. Assess the impact of these innovations on the human and physical environments of the regions to which they spread.* |
| GHW.8.2 | *Prepare graphic representations, such as maps, tables and timelines, to describe the global movement of goods and services between and among countries and world regions over time. Analyze and assess the patterns and networks of economic interdependence or lack of interdependence.* |

**World History and Civilization**

|  |  |
| --- | --- |
| WH.6.11 | Describe and analyze the global expansion of democracy and globalization in the late 20th century. |

*The incorporation of these artifacts is broadly applicable when teachers are covering the 20th century in Europe and the Americas. This portion of the curriculum is rich in examining the interconnectedness of our world during a time of expansion and growth. There could be exploration into how globalization became even more prevalent as the century continued and even connections to modern day could be explored to make the content more relatable to students’ lives.*

**Language Arts**

**Writing Skills:**

|  |  |
| --- | --- |
| 4.W.5 | Conduct short research on a topic.   * Identify a specific question to address (e.g., What is the history of the Indy 500?). * Use organizational features of print and digital sources to efficiently locate further information. * Determine the reliability of the sources. * Summarize and organize information in their own words, giving credit to the source * Present the research information, choosing from a variety of formats. |
| 5.W.5 | Conduct short research assignments and tasks on a topic.   * With support, formulate a research question (e.g., What were John Wooden’s greatest contributions to college basketball?). * Identify and acquire information through reliable primary and secondary sources. * Summarize and paraphrase important ideas and supporting details, and include direct quotations where appropriate, citing the source of information. * Avoid plagiarism and follow copyright guidelines for use of images, pictures, etc. * Present the research information, choosing from a variety of sources. |

*Students could conduct research projects in which they examine innovations and trends that spread due to the growth of industrialization and globalization during the 20th century. In doing so, they would be incorporating Writing standards that ask them to consider the organization features of their writing and their sources of information. Students could also be asked to present their findings in a way that allows for Speaking and Listening standards to be highlighted as well.*

6.1.2 Describe and compare the beliefs, the spread, and the influence of religions throughout Europe and Mesoamerica.

WH.2.1 Review the development of fundamental beliefs of major world religions and philosophies including Hinduism, Buddhism, Sikhism, Judaism, Christianity, and Islam.