

*Using Art to Tell our Stories*

|  |
| --- |
| **Introduction**  |
| The examples which show tattoo practices in this lesson have cultural significance in various cultures in South East Asia. For some, tattoos are symbols of luck and protection. For others, they indicate status, wealth, and prestige. Tattoo practices have been around for over 8,000 years, much longer than any single culture. Ornamentation is a universal form of non-verbal communication, and this kind of permanent ornamentation has been in cultures all over the world. Ornament signifies region of origin, social status, and cues about wealth. The following lesson can be taught during a unit examining South East Asia and world geography. |
| **Indiana Standards Connections:**  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 Southwest Pacific.S.2.1 Define culture and identify the material and non-material components of culture.S.2.6 Explain the relationship between norms and values; explain how norms develop and change in a society; distinguish between folkways and mores. | **Compelling Question(s):**  What is the cultural significance of tattoos in South East Asia? What global implications do tattoos have? How are tattoos an expression of culture, personal taste, wealth, and status?  |
| **Lesson Objectives:** Students will be able to: analyze the cultural significance of tattoos in South East Asia. Students will be able to: compare and contrast the cultural significance of tattoos across the world.  |
| **Materials**  |
|  1. TedEd videos about tattooing: [*The History of Tattoos*](https://www.youtube.com/watch?v=MYn15yDBvxM)and [*What Makes Tattoos Permanent?*](https://www.youtube.com/watch?v=DMuBif1mJz0)
2. Projector/screen
3. Blank Three Way Venn Diagram for each student
4. Student access to computers for additional research

  |
| **Learning Plan**  |
| **Activities** 1. Begin by reviewing the information shared in the videos listed above: [*The History of Tattoos*](https://www.youtube.com/watch?v=MYn15yDBvxM)and [*What Makes Tattoos Permanent?*](https://www.youtube.com/watch?v=DMuBif1mJz0)
2. Ask students to think about the examples shared in these lessons. What examples do they remember? What parts of the world were shared in the videos? What was the cultural significance of tattoos in each region shared? Give them a minute to think of a response, then have them turn to a partner and discuss.
3. Have students share with the class. Students may mention the 8,000 year old mummy from Peru with the tattooed mustache. They may mention the Victorian Brits who stuck their noses up at the practice. They may mention Mauri cultural tattoos. Emphasize that while tattooing has been ubiquitous, it often means different things to different cultures.
4. Pass out the blank Three Way Venn Diagrams to each student. Ask them to label each circle *South East Asia, Europe,* and *South America.*
5. Have them consider the following as they fill out their Three Way Venn Diagrams: What was unique about tattooing practices in each of these three regions? What did these regions have in common?
6. At the conclusion of the activity, students should be asked to describe their diagrams. What did they include and why?
 |
| **Assessment Suggestions**   Students can write a paragraph in which they describe what they learned about the history of tattoos and its cultural significance around the world.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 tattoo stylus and book?   |
| **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.  |

Tattoo Stylus and Book 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 workEnduring 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.