



SHOSHONE PARFLECHE

**Art Lesson
4TH Grade**

LESSON PLAN DEVELOPED BY: Morning Rae Ferris – Eastern Shoshone/Northern Arapaho

COMMON CORE STANDARDS ADDRESSED IN LESSON:

(See Standard Definition at end of lesson)

CCSS.ELA-LITERACY.RH.6-8.7 - Integration of Knowledge and Ideas

CCSS.ELA-LITERACY.RI.4.3 - Key Ideas and Details:

CCSS.ELA-LITERACY.W.4.2 - Key Ideas and Details:

CCSS.ELA-LITERACY.SL.4.4 - Speaking and Listening

CCSS.ELA-LITERACY.SL.4.5 - Speaking and Listening

CCSS.MATHEMATICS.4.G.A.3 - Geometry

WYOMING STATE STANDARDS ADDRESSED IN LESSON:

Wyoming Social Studies Standards (2014) Grade 4

(See Standard Definitions at the end of the lesson)

SS.5.2.1

Language Arts – 4th Grade 2012

Writing

Speaking and Listening

Fine and Performing Arts 2013

FPA4.1.A.1

FPA 4.1.A.2

FPA 4.1.A.4

FPA 4.1.A.6

Math 4th Grade (2012)

Geometry

DURATION: 2 class periods (40 – 45 minutes each)

Major funding for the Wind River Education Project was provided by the Wyoming Legislature. Additional funding was provided by the Matthew & Virgie Dragicevich Wyoming Foundation Trust, honoring the rich history and heritage of Wyoming.



MATERIALS REQUIRED:

Brown Paper Grocery Bag

Computer/projector for video

One of the following or combination for designs

Yarn: 8 inches per parfleche

Meter Stick

Scissors

Pencil

Hole Punch

Paint Brush/paint cups (if using paint)

Paint (Acrylic or tempera)

Oil Pastels

Crayons

Markers

Optional: Use 11x17 brown construction paper instead of brown grocery bags. However, brown grocery bags are sturdier and markers and paint will not leak through. Also the texture of the grocery bags are similar to rawhide.

KEY VOCABULARY:

Rawhide - dried animal skin with fur removed

Geometric designs - designs made with shapes and regular lines

Ornamentation - decoration added to an item

Symmetrical - an exact and evenly shaped design facing each other

Line of Symmetry - one half is a reflection of the other half, an imaginary line that folds the image in half and they match exactly

Texture-the feel, appearance or quality of a surface

DESCRIPTOR:

Students will gain an understanding of the Shoshone tribe while learning about the Shoshone Parfleche from the Wyoming PBS video.

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LEARNING OBJECTIVES:

After listening and watching the video, students will be able to write 3-4 sentences stating/explaining how the Shoshone Parfleche is used. Students will create an individual parfleche, designed with a line of symmetry, the use of a meter stick for specific measurements and the ability to use creativity to choose their own designs.

LESSON INTRODUCTION:

Students will learn, create and share their parfleche with the class. Also discuss vocabulary words and write 3-4 sentences on the Shoshone Parfleche.

Teacher will ask students, “We are going to learn what the significance of the Shoshone Parfleche is.”

STEP BY STEP PROCEDURE:

Step 1: Students will be introduced to the vocabulary, these words are essential to the video and art lesson.

Step 2: Students will define vocabulary words independently and then share their definitions with others in small groups.

Step 3: Students will watch the Wind River Educational Video, “Shoshone Parfleche - Lived History, the Wind River Virtual Museum”. Video is available at <http://windriveredu.org> in the Who are the Eastern Shoshone? section or <http://wyomingpbs.org/learningmedia> in the Native American Studies collection.

Step 4: Students will write 3-4 sentences explaining how the Shoshone Parfleche was used.

Step 5: Lay brown grocery bag flat with the flap face down. (See Figure #1, Figure #2)

Note: Feel the grocery bag. What texture is it? The texture of the grocery bag is similar to rawhide.

Step 6: Cut around the edges of the brown grocery bag. Once the cutting is complete, you will have two rectangle pieces. Use the smaller piece to create the parfleche. Set the larger piece aside. (See Figure #3)

Step 7: Use the meter stick to measure a large 11” x 17” rectangle. Mark the edges of the rectangle with a pencil. Cut along the lines.

Step 8: Fold about 1.5” on the *long* sides, folding in towards the middle of the parfleche. (See Figure #4)

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Step 9: Fold the *long* sides in half so they meet halfway. (See Figure #5, Figure #6)

Step 10: Once the parfleche is folded, you can now start adding your own geometric designs. The geometric designs should be symmetrical, using the opening of the parfleche as line of symmetry. (See Figure #7)

Note: The line of symmetry is indicated by the red line in the photo.

Step 11: Color the geometric designs.

Step 12: The final step is to punch 4 holes in the center of the parfleche (2 holes on each side). Use yarn or string to lace the parfleche together (see Figure #8, Figure #9)

Note: If there are students who are finished early, they can add a symbol to the back of the parfleche. Have the students choose a symbol that represents them and color if they choose. Also, they can write two more sentences of why they choose that symbol to represent them. Symbol examples: Eagle, Wolf, Sun.

Step 13: After the art lesson is complete, students will review their writing from the video and discuss one thing they learned about the Shoshone Parfleche and share ideas on how they would use their parfleche.

For further reflection students can tell about how they interpret their geometric designs.

REVIEW:

Discuss one thing students learned about the Shoshone Parfleche and give ideas on how they could use their parfleche.

EVALUATION:

Students have at least 1 paragraph stating their learning from the video, students have followed directions and created a parfleche with the given instructions and are able to speak and write about their individual parfleche they made.

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Picture Guide for Shoshone Parfleche:

Figure #1



Figure #2



Figure #3



Figure #4



Figure #5



Figure #6



Figure #7



Figure #8

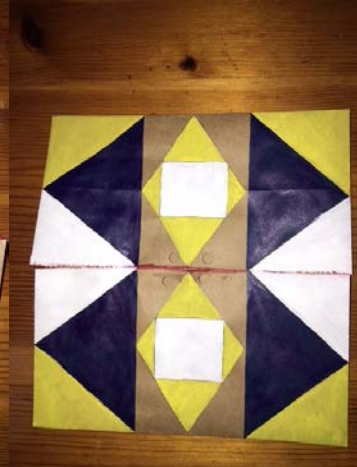


Figure #9



Major funding for the Wind River Education Project was provided by the Wyoming Legislature. Additional funding was provided by the Matthew & Virgie Dragicevich Wyoming Foundation Trust, honoring the rich history and heritage of Wyoming.



COMMON CORE STANDARDS ADDRESSED IN LESSON:

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY. RH.6-8.7

- Integrate visual information with other information in print and digital texts.

Key Ideas and Details:

CCSS.ELA-LITERACY. RI.4.3

- Explain events, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

CCSS.ELA-LITERACY. W.4.2

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening:

CCSS.ELA-LITERACY. SL.4.4

- Report on a topic or text, tell a story or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

CCSS.ELA-LITERACY. SL.4.5

- Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

Geometry:

CCSS.MATH.CONTENT 4.G.A.3

- Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures.

STANDARDS ADDRESSED IN LESSON (Expanded):

Social Studies Standards - Grades 3 – 5 (2014)

Content Standard 2 - Culture and Cultural Diversity

Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies

Rationale

Culture helps us to understand ourselves as both individuals and members of various groups. In a multicultural society, students need to understand multiple perspectives that derive from different cultural vantage points. As citizens, students need to know how institutions are maintained or changed and how they influence individuals, cultures, and societies. This understanding allows students to relate to peoples of local, tribal, state, national, and global communities.

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SS.5.2.1

Identify and describe the ways groups (e.g., families, communities, schools, and social organizations) meet human needs and concerns (e.g., belonging, self-worth, and personal safety) and contribute to personal identity and daily life.

Language Arts Standards – Grade 4 (2012)

Writing Standard 2

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A .Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

Speaking and Listening

- Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes, speak clearly at an understandable pace.
- Add audio recordings and visual displays to enhance the development of main ideas or themes.

Fine and Performing Arts Standards – Grade 4 (2013)

FPA4.1.A.1: Students create and revise original art to express ideas, experiences and stories.

FPA 4.1.A.2: Students investigate and apply a variety of materials, resources, technologies and processes to communicate experiences and ideas through arts.

FPA 4.1.A.4: Students collaborate with others in creative artistic processes.

FPA 4.1.A.6: Students complete and exhibit their artwork

Math 4th grade standards-

Geometry - 3

Recognize a line of symmetry for a two-dimensional figure as a line across the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.

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