

# STEAM LESSON PLAN

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Grade Level Middle school (adaptable for lower and higher grades)

**THEME** Heritage

**INSPIRED BY** Teri Greeves, *High-top Tennis Shoes*

## PROJECT TITLE: MY VOICE; MY HERITAGE

### DRIVING QUESTION

How do we share the voice of our heritage with changes in technology?

**STUDENT LEARNING OBJECTIVES:** Put these on the board or have students write them in a notebook/journal.

- I will **create** a design to share my story on a unique form.
- I will **respond** to Teri Greeves' beaded objects.
- I will **present** my story both in written form and visually.
- I will **connect** with my classmates to run a trading post.



Teri Greeves (Kiowa, born 1970), *High-top Tennis Shoes*, 1995, beaded commercial canvas shoes, 6 ½ x 4 x 12 3/8 in., Joslyn Art Museum, Omaha, Nebraska, Museum purchase, 1996.24.A-B

### CONTENT STANDARDS

[NEBRASKA CONTENT AREA STANDARDS](#)

[IOWA CORE STANDARDS](#)

### THE FOUR C'S FOR STEAM CAREER READINESS SKILLS

- **Critical Thinking:** Students will respond to the driving question in the assessment.
- **Creativity:** Students will demonstrate their creativity in their written and visual storytelling.
- **Collaboration:** Students will collaborate with each other to plan and run a simulated trading post.
- **Communication:** Students will use symbols and motifs to visually share their story.

**VOCABULARY:** art vs craft, beadwork, canvas, commodity, design, form, glass beads, heritage, hide, Kiowa, motif, pictorial, pony beads, respect, storytelling, symbol, trading post, voice

**RESOURCES:** [Greeves Teaching Poster](#); [Greeves Pinterest board](#); [Nelson Teacher Resource Center](#); [Karl Bodmer Teaching Poster](#)

- Video – ["Beadworker Teri Greeves," Craft in America, YouTube](#)
- Video – ["Teri Greeves – Art in a Kiowa Voice," Crystal Bridges, YouTube](#)
- Video – ["Teri Greeves demonstrates beading techniques for moccasins," IndianArtsCulture, YouTube](#)
- Video – ["Teri Greeves talks about beading Converse sneakers and high-heeled shoes," IndianArtsCulture, YouTube](#)
  - Preview all videos before sharing with students.

- Resource – [Teaching Respect for Native People, Published by Oyate, Scholastic.com](#)
- Resource – [Fort Union Society and Trading, National Parks Service](#)
- Lesson Plan – [Teri Greeves: Beadworking & Belonging, Craft in America](#)
- Lesson Plan – [Classroom Trading Post, TeacherVision](#)
- Website – [Teri Greeves Beadwork](#)
- Website – [Teri Greeves, Craft in America](#)
- Blog Post – [Teri Greeves, State of the Art, Crystal Bridges](#)
- Blog Post – [Designer Profile | Teri Greeves, Beyond Buckskin](#)
- Article – ["Beadworking in Two Worlds: 10 Fascinating Pieces by Teri Greeves," by Dominique Godrèche, Indian Country Today](#)
- Article – ["Teri Greeves," by Enrique Limón, Santa Fe Reporter](#)

**SUGGESTED MATERIALS:** beads, glue, yarn, thread, needles, construction paper, Greeves' artwork images, Post-it Notes, gridded paper, Venn Diagram

## **PROCEDURE**

**Overview:** Students will start by exploring their story and end the lesson by creating a simulated trading post in their classroom to understand how their heritage can be shared.

**Engage:** Introduce Native American beadwork artist Teri Greeves to your class by sharing share this video: [Teri Greeves – Art in a Kiowa Voice, Crystal Bridges](#) Talk to your students about how Native American artists are not just in the past – they are creating their art and sharing their heritage today.

**Ask students...**

- How did Greeves start beading?
- Is there something that really piques/piqued your interest as beading did for Greeves? What?
- How does Greeves tell her kids about their heritage?
- What is your story to tell?

**Deliverables:** Tell students they will...

- Write their story (or someone in their life who demonstrates strength)
- Visually depict their story
- Create a trading post and items to offer

**Art Talk:** Show students Greeves' *High-top Tennis Shoes*. Describe and discuss the design. Then share this video so students may see Greeves at work and learn how she selects her materials – how traditional materials are important yet the form has changed. ["Beadworker Teri Greeves," Craft in America, YouTube](#)

**Ask students...**

- Why does Greeves consider herself an "outsider?"
- What stories does she tell?
- How does that inspire you to share your story?
- What are Greeves' "rules" for selecting materials?
- How was she inspired to bead non-traditional forms?
- Is this art or a craft? Why? What is the difference?

Note: Before starting the activity, talk with students about how to respect Native culture by learning about it. They may use American Indians' techniques and methods of expression to inspire them to depict their own culture. It's important for students to understand they do not want to copy Native Americans' artworks.

**Description of Activity:**

- Have students write their story. Help them by giving them prompts like "what are your traditions?" What do you do that is uniquely you?
  - Option: They may tell the story of a strong person in their life.
- Discuss the symbols and motifs on Greeves's *High-top Tennis Shoes* and other objects. Then have students take their story and create symbols and motifs to tell it.
- Greeves records her heritage on objects, and students will have the opportunity to do the same with theirs. Discuss the various non-traditional objects she beads.
- Have students select an object that would make a good "canvas" for their story. It can be the actual object, or they could use an image of the object to create a design for it.
- Once they have drawn their design, they may "bead" it. Depending on the grade level, students may glue the beads or use yarn/thread.
  - If you choose to do beads, study the history of beads (both pony and glass), how they are created, and Native American beadwork history.
- Another option for creating a design without using beads is to take 1 x 1 inch squares to create mock-ups of their designs or use post-it notes to create a collaborative class design.
  - Use gridded paper to create the design and take the opportunity to calculate what materials will be needed for the installation.
- Greeves was inspired during the time she spent at her mother's trading post. Have students research what trading posts are.
  - They can make a connection to the Bellevue Agency, a trading post in in Fontenelle Forest that Karl Bodmer depicted in 1933. Use the [Bodmer Teaching poster](#) to learn more.
  - How do technological advances – from modes of transportation and communication to producing commodities – affect a trading post? What are the trading posts of today?
- Using what they learning in their research, students should work together to create a mock trading post in their classroom.
  - Take the opportunity to discuss economic issues like value as well as supply and demand.
  - Together, determine if the trading post will be set in present-day or if they would like to create one from another time period.
  - Students can work in pairs or small groups to develop their commodities or gather items to trade.
  - Have students consider how this trading post and the items represent their own culture.
  - Option – create the trading post in Minecraft.

- Once the planning is done, students can set up their booths or displays. This is a good opportunity to give them algebraic challenges like, how many action figures can they get by trading one comic book?
  - Students may want to market their trading post; perhaps invite other classes to participate.

**Closing:** Ask students what they learned about passing on their own culture by studying how Greeves shares her heritage through her art and how trading posts shared Native American culture.

**Assessment:** Have students use a Venn diagram and use the driving question (above) to compare their own culture, heritage or traditions with what they learned about Greeves and Kiowa Indians to understand what similarities they may have.

**STEAM LESSON PLAN** Joslyn Art Museum uses the Nebraska Department of Education's STEM Approach as a guide, but we took the liberty of adding the "**A**" to emphasize the **ARTS**.

NDE's STEM Approach reflects an integrated and interdisciplinary philosophy to teaching and learning that emphasizes collaborative school-based, work-based, family-based, and community-based experiences as a context for helping students to master key competencies within science, technology, engineering, and mathematics.

Teaching and learning resources, experiences, and example activities included within NDE's STEM Approach serve as a standards-based framework for supporting the engagement of students in hands-on, authentic, and contextual learning experiences that provide students with the opportunity to learn STEM content while promoting essential career readiness skills, including communication, creativity, collaboration, and critical thinking.

NDE's STEM Approach strives for compatibility with all content-areas, all grade levels, and all career clusters, not just those traditionally defined as STEM.