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

INSPIRED BY Jaune Quick-to-See Smith (Salish and Kootenai Tribes of the Flathead Indian Nation, b. 1940), *Horse Sense (For Advice and Council)*, 1994

PROJECT TITLE: Preserving Cultural Identity

DRIVING QUESTION
How does celebrating different cultures enrich the human experience?

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

- I will create an artwork about who I am.
- I will respond to Jaune Quick-to-See Smith’s work for inspiration.
- I will present my observations of the various cultures in my state.
- I will connect with Native American cultures to respect and celebrate them.

CONTENT STANDARDS
NEBRASKA CONTENT AREA STANDARDS
IOWA CORE STANDARDS

THE FOUR C’S FOR STEAM CAREER READINESS SKILLS

- Critical Thinking: Students will consider how colonialism continues to impact Native American culture.
- Creativity: Students will create three artworks inspired by Jaune Quick-to-See Smith.
- Collaboration: Students will work together to determine the culture of their home state.
- Communication: Students will develop a personal iconography to share who they are.

VOCABULARY: colonialism, cultural appropriation, culture, horse (genus Equus), human experience, iconography, inspiration, pictographs, trickster

RESOURCES: Smith Teaching Poster; Smith Pinterest board; Nelson Teacher Resource Center
- Resource – *NEA Position Statement on Use of Imagery, Cultural Appropriation and Socially Just Practices*
- Resource – *How Horses Revolutionized the Lives of the Plains Indians, Dorothy Hinshaw Patent*
- Resource – *The Surprising History of America’s Wild Horses, Jay F. Kirkpatrick and Patricia M. Fazio, LiveScience*
- Resource – *Horses Change Native Lives, NebraskaStudies.org*
- Resource – *Native American Cultures, History.com* (overview of 10 culture areas)
- Images – *www.jaunequicktoseesmith.org*
- Video – *Meet Jaune Quick-to-See Smith, Smithsonian American Art Museum, YouTube*
  ► Preview all resources before sharing with students.
PROCEDURE

Cultural Note: The legacy of colonialism, including the myth that Europeans discovered America, perpetuates the erasure of Indigenous peoples. It is thus important to remind students that there are over 2,000 tribal groups living across the Americas today, each with their own unique and dynamic culture. It is also important to discuss cultural appropriation with students so they understand how to celebrate, not use, a group’s culture. For further resources regarding Native American cultures, see Native Knowledge 360°: Essential Understanding about American Indians published by the National Museum of the American Indian: americanindian.si.edu/nk360

Overview: Artist Jaune Quick-to-See Smith (Salish and Kootenai Tribes of the Flathead Indian Nation, b. 1940) preserves her cultural identity through her work. In this lesson and inspired by this artist, students will learn about the evolution of horses, and then consider their home state’s culture before thinking about their personal identity.

Engage: Show students the Smith’s work Horse Sense (For Advice and Council), 1994. Ask students what they see. Invite students to get closer. Now what do they see? Discuss what graphics or pictographs she used in this work. Compare ones that are more prominent versus what is only recognized on the subsequent closer looks.

Ask students...
- What do you see?
- What is the first shape or item you noticed?
- Why do you think the artist used the drawings or graphics she used?
- What do you wonder about this artwork?

Deliverables: Tell students they will...
- Create a large map of Nebraska or Iowa with classmates.
- Develop their own “culture code.”
- Produce an artwork of their own human experience.

Art Talk: Take some of the answers to the question about what students wonder of this artwork. Using the Smith teaching poster, see if any can be answered and discuss other unanswerable ones.

Then transition to the purpose of Smith’s work. For older students, discuss colonialism and how she confronts it in her work with her imagery. For younger students, focus on animals, especially the importance of horses to the artist and Native cultures.

Ask students...
- What roles do animals play in Smith’s work?
- What animals would you include in your artwork? Why?
- How would you represent them?
- What role would they play?

Jaune Quick-to-See Smith (Salish and Kootenai Tribes of the Flathead Indian Nation, b. 1940), Going Forward, Looking Back, 1996, oil and mixed media on canvas, diptych, 50 x 120 in. (127 x 304.8 cm)
Description of Activity:
Look at the central figure of Smith’s *Horse Sense (For Advice and Council)* and share the artist’s personal connection to horses. Then consider the relationship of horses to Indigenous peoples in North America.

- Study the evolution of horses and the genus Equus. Explain how after the first North America horses are thought to have died out almost 10,000 years ago, the Spanish brought them over in the 16th centuries.

- Have students work in pairs or small groups each researching one of the main culture areas of North America to discover what life was like before and then after horses returned.
  - Make sure each group studies transportation—how did Native Americans travel before horses and then how did the introduction of trains and vehicles impact their life, their land.

- Shift from North America to Nebraska or Iowa. Think of all of the cultures that come together, from the indigenous peoples who were here first to refugees and immigrants who now call this state home.

- Think about their contributions and create a work of art inspired by Smith’s maps of the United States, but focus on Nebraska or Iowa.
  - Share how Native Americans use pictographs to tell their story, and working in teams of three to four students, have them create iconography for their state.

- Then provide each team with a large piece of cardboard to create a map of their state. Smith uses a variety of materials and layers them on the picture plane. Encourage students to incorporate collage materials in their works.

- Display these works once and have a gallery walk where students can compare and contrast the teams’ maps. Celebrate the differences and similarities in what students feel is the culture of their state.

- Now transition from state to self, having students think about their own experience to write their “culture code.” Brainstorm ideas in a journaling activity.

  **Ask students...**
  - What things—living creatures and/or inanimate objects—are in your world?
  - Do you encounter different cultures in your daily life? (think about food, clothing, music)
  - How do they influence and create your world?
  - What will you leave behind for the next generation?

- Have students create symbols for these things they identified in their world. Then determine how much each thing is part of who they are. Create a pie chart to quantify these items.
  - Another option is to think about aspects of who they are (smart, funny, athletic) and create a pie chart to quantify those characteristics.
• Look closely at Smith's works to again be inspired to create a work sharing who they are. Think about what will be the main image and then take their "culture code" of symbols they created for themselves to add in layers on their work.

• Share how Smith used humor to talk about serious subjects in her work. Emphasize the role animals, especially tricksters, played in conveying those messages.

• Have students think about something serious, such as getting a bad grade, and how they might share it using humor in their artwork.

Closing: Take large sheet of paper and write the class name and/or draw/glue the school's mascot to the middle of the paper. Have each student take their favorite personal graphic and clipping from a newspaper/magazine about their community or state. One by one, layer these on the paper to create a class artwork.

Assessment: Looking at any of the three artworks (team, personal, or class), have students categorize the information presented and then quantify it in a pie chart.

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.

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.