**LESSON PLAN: Wampum**

**Grade/Audience:**

* Grade 5-8
* Art Instruction

**State Standards:**

* Students will understand, select and apply media, techniques and processes. (CT Visual Arts Standards: Content Standard 1: Media)
* Students will understand the visual arts in relation to history and cultures. (CT Visual Arts Standards: Content Standard 4: History and Cultures)

**Lesson Objectives:**

* Ancient civilizations were always very dependent on their environment for survival.
* The Pequot Indians lived in a village, and worked as a village to develop their society and culture.

**Lesson Objectives for your Students:**

* Students will learn the significance of wampum in Pequot culture.
* Students will create their own form of wampum out of clay, adding their own element of its importance.

**Compelling / Guiding Questions:**

* how did the pequots make wampum?
* in what ways is wampum important in the native American culture.
* How did the role of wampum change with the Europeans arrival.

**Description of Learning Tasks / Activities:**

1. Students will view ‘Wampum’ PowerPoint and discuss.
2. Students will view primary source documents of images of Wampum and discuss.
3. Students will complete a handout, Designing Your Personal Wampum’, incorporating images, shape, form and color.
4. Using clay, students will create a strand of their own personal Wampum. They will glaze them with colors they have selected which have their own meanings and significance.
5. Students will display their Wampum in the classroom during a group critique.

**Time Needed for Lesson:**

* 4-5 weeks

**Materials, Resources, Technology Needed:**

* ‘Wampum’ PowerPoint <https://docs.google.com/presentation/d/1nzqploXy1MU2P_dIplQkInnwhyM4EN90dsSfF2R9mKM/edit#slide=id.p13>
* Handout ‘Designing Your Personal Wampum’ <https://docs.google.com/document/d/1u7g9WroTe_R4fmREsfiVAXtUB10g-qTtqj3gBTryNEs/edit?usp=sharing>
* Clay, modeling tools, glazes, brushes, water

**Primary or Secondary Resources (Works Cited): (available below and attached to doc)**

* Rhode Island School of Design Museum, Pequot Sachem, mid-to-late 17th C <https://docs.google.com/document/d/1XX-oxHE_lhwu1dadR2VfqLJ8rjl742OsbvWB_ATz9d8/edit?usp=sharing>
* MPMRC Collections, Pequot Warrior depiction. jpg <https://docs.google.com/document/d/1kZ0wj-ciKVPuUIJ4WxsFGm-7MVbWsPki4NZR6ke0OJg/edit>

**Prior Learning, Connections, Student Needs or Interests, Common Misconceptions:**

* Native American Studies
* The role of Wampum in Native American Villages and beyond

**Suggested Differentiations:**

* Clay can be manipulated by almost all students so little modifications need to be made.
* Shapes and meanings can be modified to represent simple patterns and shapes, and colors can be student’s favorite color.

**Cross-Disciplinary Connections:**

* Social Studies
* Language Arts
* Geography

**Formative Assessment processes (including student self-assessment):**

* Group
* Critique Assessment

TAG REVIEW – Post Tag Review Poster on the board. Post Art around room for review.

Students must use a ‘T’, an ‘A’ or a ‘G’ when they respond to their peers ART.

[[](http://www.teacherspayteachers.com/Product/TAG-Peer-Review-Packet-Poster-Forms)](http://www.teacherspayteachers.com/Product/TAG-Peer-Review-Packet-Poster-Forms" \o "great for Critiques ... Tag 3 people)

**Student Self-Assessment**

* Student will complete an Exit Slip at the end of the Wampum Lesson.

**Exit Slip**

**Name** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

1. Draw an example of your Wampum, labeling the meaning of the shapes and colors you chose.
2. Give 2 reasons why Native Americans made Wampum.

**Teacher Rubric**

|  |  |  |  |
| --- | --- | --- | --- |
| Wampum  Lesson | 1 point  Needs Improvement | 2 points  Good Work Habits | 3 points  Excellent |
| Participation |  |  |  |
| Craftsmanship |  |  |  |
| Vocabulary |  |  |  |
| Name  Score |  |  |  |