

Lesson 2: Myaamia Ribbonwork - A Living Artform of a Living People

Intended grade level(s) / age(s): Grade 4

Big Idea / Central concept: The practice of ribbonwork is a significant part of Myaamia heritage and is a contemporary artform still practiced by the Myaamia people today.



Essential Questions:

- What is ribbonwork and why is it significant to the Myaamia people?
- How does ribbonwork differ from ribbonwork-inspired artwork?
- How does creating ribbonwork-inspired bookmarks demonstrate cultural appreciation instead of cultural appropriation?

OH State Arts Standard(s):

- 4.3RE Analyze art forms, techniques and artistic styles from a variety of cultures and historical periods.
- 4.1CO Explore artists and works of art that impact the history and culture of Ohio.

OH State Social Studies Standard(s):

- 3. Various groups of people have lived in Ohio over time including American Indians, migrating settlers and immigrants. Interactions among these groups have resulted in cooperation, conflict and compromise.
- 9. A map scale and cardinal and intermediate directions can be used to describe the relative location of physical and human characteristics of Ohio and the United States.

OH State Socio-Emotional Learning Standard(s):

- C3. 2.b Participate in cross-cultural activities and acknowledge that individual and group differences may complement each other.
- C3: Demonstrate an awareness and respect for human dignity, including the similarities and differences of all people, groups and cultures.

Artists to be Discussed/Shared:

- Jared Nally - Contemporary Myaamia artist who blends traditional Myaamia cultural elements and modern artistic practices in innovative ways
- Scott Shoemaker – Contemporary Myaamia artist, curator, and landscape architect dedicated to reviving the Miami customary art of ribbonwork as well as language and cultural revitalization. - *note: was also discussed in lesson #1*

Key Vocabulary:

- Geometric patterns - specifically for ribbonwork, patterns that look like diamonds & triangles
- Peak - the pointy part of the ribbon strip
- Valley - the part of the ribbon strip that “dips” down
- Ribbonwork- Myaamia art form that Layers and folds ribbon to create geometric patterns
- Appreciation – learning and honoring a culture different from your own
- Appropriation – taking something from another culture without permission

Learning Objectives:

- Students will be able to describe the significance of ribbonwork in Myaamia culture and its role in expressing identity.
- Students will create their own ribbonwork-inspired artwork and will be able to articulate the difference between traditional ribbonwork and ribbonwork-inspired art.
- Students will develop fine motor skills by cutting, gluing, and arranging paper to create their designs.

Art Activity: Students will create a ribbonwork-inspired paper craft utilizing the distinctive techniques of Myaamia ribbonwork to create complex geometric patterns through careful use of negative space.

Materials:

- Thick Colored Paper (Red, Black and White)
- Stencil
- Scissors: For cutting the paper into desired shapes and sizes.
- Glue or Glue Sticks: To adhere the paper pieces to a base or to each other.
- [Slideshow](#)
- Bingo sheets
- Calling cards/vocab list for bingo
- Bingo tokens

Lesson Sequence

Review from Lesson 1: Opening Activity (10 minutes)

Based on student feedback from lesson 1, the teachers created a Myaamia/English bingo where students could learn some more new and exciting words in the Myaamia language. Read the instructions on the slide (from the slideshow) aloud before passing out one bingo sheet to each student and placing some bingo tokens in the center of each table for students to use. Play bingo until three students have gotten a bingo and/or all of the terms have been called.

Material Demonstration/Tutorial (10 minutes)

Teachers will move on to the next slide in the presentation, which has a photo of the project (ribbonwork-inspired bookmark) that students will be making later in this lesson. Before beginning the material demonstration, students will engage in a short discussion about whether the bookmark they will be making is ribbonwork or ribbonwork-inspired. This reviews what they learned in lesson 1 and clarifies the purpose of the craft (a form of cultural appreciation). (5 min)

Teachers will demonstrate the artistic process using a larger velcro model of the bookmark and will show how the diamond patterns are created in the negative space (black base paper) through layering of the red and white pieces of paper on top of each other. They will then move onto the next slide(s) in the slideshow, which have specific step-by-step instructions that students will follow to create their bookmark. The teachers will first pass out the materials that students need to complete the project before reading the instructions on the slide out loud. Students should follow these directions in order and can complete the project as a class (going step-by-step) or can complete it individually—the teachers can choose which will be more effective based on how the classroom environment/students are that day (i.e if the environment is feeling chaotic, it might be more effective for the students to go step-by-step through the art project as a class).

Artistic Production (25 minutes)

Based on the demonstration presented by the teachers (via the large-scale velcro ribbonwork-inspired bookmark), students will cut out the geometric pattern designs on the red and white paper using scissors before affixing them to the black bookmark base using the provided glue sticks. Teachers will walk around the classroom and help students cut the paper in the appropriate pattern (if necessary), help students glue the red and white paper onto the black base, and will answer any questions students may have from lesson 1 and/or any questions they have about Myaamia culture. When students are finished with their work, they will write their first and last name on the back of their bookmark using white chalk.

Clean-Up (5 minutes)

After all students have finished making their bookmarks, the teachers will ring the doorbell (provided by the host teacher) to signal that it's time for the class to quiet down and listen to some new instructions from the teachers. The teachers will move to the next slide in the slideshow which has some clean-up instructions that they will read aloud before students begin the cleanup process. The students at each table will put all of the scraps they find in the middle of their table, which the table captains will collect and bring up to the front to put in the trash. A second person (a different student volunteer at each table who is not the table captain) will collect all of the scissors and glue sticks at each table and bring them up to the front to the teachers, who will collect them and store them/put them away appropriately.

Reflection/Closure (5 minutes)

The teachers will move on to the final slide in the slideshow and read aloud the wrap-up questions. Students will discuss these as a class and in collaboration with the teachers.

Assessment

| | Excellent | Satisfactory | Needs Attention | Assessment Method |
|--|---|--|--|--|
| Students will be able to describe the significance of ribbonwork in Myaamia culture and its role in expressing identity. | students will successfully share back what ribbon work is and some reasons to the significance of ribbon work | Students successfully describe ribbon work and its significance but does not explain why it's important to Myaamia culture | students does not participate in class and/or struggles to explain the significance of ribbon work | Class discussion about ribbonwork-inspired craft, wrap-up activity |

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|---|---|--|--|--|
| <p>Students will create their own ribbonwork-inspired artwork using paper, demonstrating creativity and understanding of Myaamia design elements.</p> | <p>student actively listens to craft demo and successfully creates ribbonwork-inspired bookmark</p> | <p>student listens to craft demo; ribbonwork-inspired bookmark may not follow template/display Myaamia geometric patterns exactly (i.e. some peaks and valleys may be missing)</p> | <p>did not follow demonstration (ex: was participating in side conversations) and/or bookmark lacks peaks, valleys, other aspects found in traditional Myaamia ribbonwork and ribbonwork-inspired pieces</p> | <p>student performance in artistic production section of lesson plan</p> |
| <p>Students will develop fine motor skills by cutting, gluing, and arranging paper to create their designs.</p> | <p>students neatly cut and glue while properly arranging paper in the way that was demonstrated</p> | <p>students have some trouble with cutting and gluing and/or cut paper is unevenly cut or glued onto bookmark base</p> | <p>ribbonwork-inspired bookmark does not look neat or finished, most or all paper is unevenly cut and/or unevenly glued onto bookmark base; artwork may not be finished</p> | <p>student performance/ teacher observations in artistic production section of lesson plan</p> |

Acknowledgments