



# Athabascan Mittens

**GRADE: K**

**TIME: one session**



Lesson by John Lentine, FNSBSD Art Specialist

<p><b>KIT INCLUDES:</b>          lesson plan          lesson samples          photos of Athabascan beading          Sally Hudson info board          vocabulary board</p>	<p><b>MATERIALS:</b>          construction paper          2 X 12" tan or salmon          1 X 6" strips many colors          markers, broad tip many colors          scissors          glue</p>
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**LESSON DESCRIPTION:**

Students will examine the traditional lifestyle of Athabascan people. They will look at clothing, and the types and materials used for decoration. After looking closely at beading, students will design their own beaded mitten.

<p><b>VOCABULARY:</b>          shape          color          pattern          Athabascan</p>	<p><b>ART ELEMENTS:</b>  <input type="checkbox"/> Line  <input checked="" type="checkbox"/> Shape/Form  <input checked="" type="checkbox"/> Color  <input type="checkbox"/> Value  <input type="checkbox"/> Texture  <input type="checkbox"/> Space/Perspective</p>	<p><b>ART PRINCIPLES:</b>  <input checked="" type="checkbox"/> Pattern  <input type="checkbox"/> Rhythm/movement  <input type="checkbox"/> Proportion/Scale  <input type="checkbox"/> Balance  <input type="checkbox"/> Unity  <input type="checkbox"/> Emphasis</p>	<p><b>RELATES TO:</b>          Social Studies          Alaska Studies</p> <p><b>THEMES:</b>          Culture</p>
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**OBJECTIVES AND ASSESSMENT CRITERIA:**

1. Students will learn about Athabascan Indians of interior Alaska and Sally Hudson, in particular.
2. Students will identify patterns in trim strips and create their own pattern.
3. Students will neatly cut and glue shapes, using tools properly.
4. Students will finish their Athabascan Mitten including a beading design.

**PREPARE:**

Before the lesson:

1. Cut construction paper as specified above.
2. Copy mittens, one for each student, onto a cardstock if possible.
2. Collect all other supplies.
3. If needed, make the art lesson so that you understand what students will be doing.

## ENGAGE AND EXPLORE:

The Athabaskan Indians represent a sizable group of people that live in the interior of Alaska. Traditionally, they have endured the cold of Alaska and survived by creating warm clothing from the animals they hunted. In addition, they have decorated this clothing most often using beads and furs.

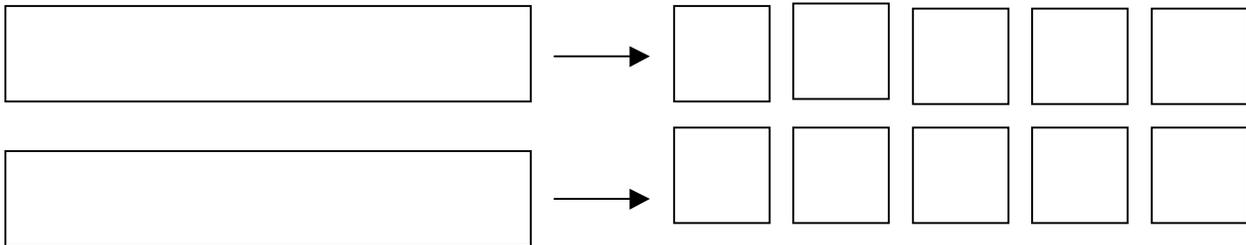
Discuss the Alaskan interior winters and how the Athabascans had to make warm clothing to survive. Using the illustration of Sally Hudson, point to the decorative pattern strip near the hem of her parka.

Look at examples of clothing and beading on the boards provided.

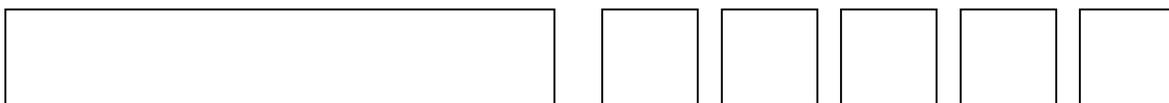
While students are together, demonstrate the lesson.

## CREATE:

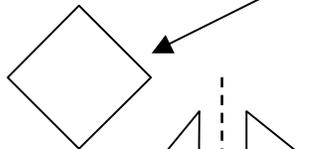
1. Have each child select 2 of the different colored strips (size 1" x 6") and cut 5 squares from each one. These will be used as pattern pieces.



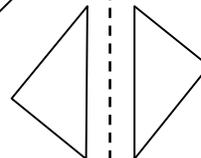
2. Take the second set of 5 squares and cut a different shape from them. Change the 5 squares into 5 of ONE OF THE SHAPES as shown below:



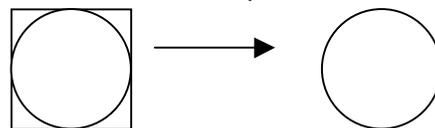
A. To make diamonds, turn squares on end...



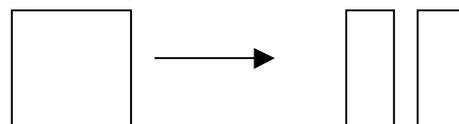
B. To make triangles, cut diamonds from bottom to top ...



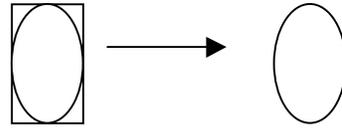
C. Trim corners of squares to make circles...



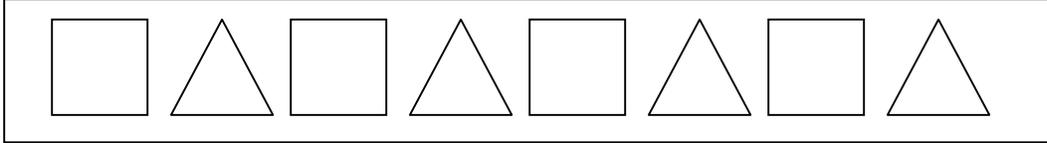
D. Cut squares in half to make rectangles...



E. Trim corners of rectangles to make ovals...

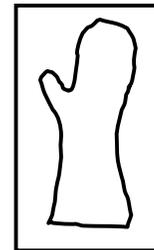


3. Using different shapes and colors, lay pieces out on the strips to make a pattern. When the pattern looks good, neatly glue it onto the strip.

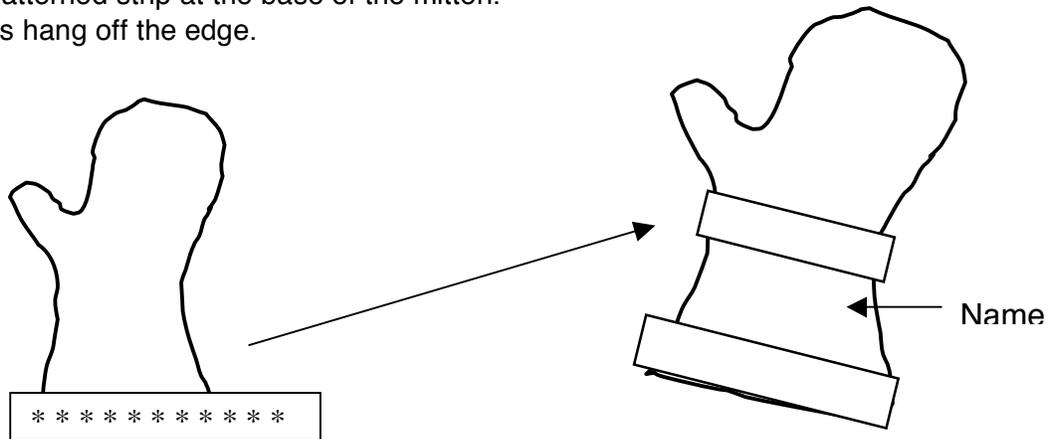


4. Pass out a mitten shape handout to each student.

5. Cut out the mitten, leaving the black line on or have them cut through the middle of it as a guide.



6. Glue the patterned strip at the base of the mitten. Let the excess hang off the edge.



7. Trim the rest and glue it on the middle of the mitten.

8. Beading design: In this space students will create a “beading design” using marker points. Floral designs are emphasized but not absolutely required. See photos on page 1 and samples in kit.

9. Pass out certificates and glue to back of mitten. You are done!

**Extension to the lesson :** Another way to present the mitten project is to make 2 and string them together with yarn.

**CLOSE:**

**Assessment:**

Teacher administered assessment tool

DN	OK	UP	Lesson_____ Teacher_____																				
			Grade_____ Date_____ Number of Students_____																				
			Using the thumbs up, ok, and down technique, ask your students the following questions and record their answers. (K=knowledge, S=skills, C= creativity, A=attitude, E=engagement)																				
			1. Do you know who Sally Hudson is and what she made? (S)																				
			2. Did you make a pattern on your strips?(K/S)																				
			3. Did you cut and glue carefully?(S)																				
			4 Did you use your marker to make a beaded design? (K/S)																				
			5. Did you add an imaginative touch to your art? (C)																				
			6. Did you actively listen and follow directions?(A)																				
			7. Did you do your best during this lesson?(E)																				
<u>Teacher self-critique</u>																							
			8. My teaching of this lesson: <table style="width: 100%; border-collapse: collapse;"> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">2</td> <td style="text-align: center;">3</td> <td style="text-align: center;">4</td> <td style="text-align: center;">5</td> <td style="text-align: center;">6</td> <td style="text-align: center;">7</td> <td style="text-align: center;">8</td> <td style="text-align: center;">9</td> <td style="text-align: center;">10</td> </tr> <tr> <td colspan="7" style="text-align: center;">needs improvement</td> <td colspan="3" style="text-align: center;">was highly successful</td> </tr> </table>	1	2	3	4	5	6	7	8	9	10	needs improvement							was highly successful		
1	2	3	4	5	6	7	8	9	10														
needs improvement							was highly successful																
			9. What would I do differently next time?																				

**ALIGNMENT:**

**Alignment of Standards:**

Art: A1-4; B5; C2b,4,5; D2  
 Math: A; Science: F; Cultural: A, D

**CREDITS:**

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