


Imagining the Native American Native California Artists Frank Day

Lesson Script/Facilitation Support

Materials Needed:

- Student Handout  Student Note Taker: Imagining the Native American Native Calif...
- Slides  Imagining the Native American Native California Artists Frank Day Project in slideshow mode. Note: slides are animated to slowly provide written text - they will appear on click.

***Allow 10 minutes for lesson introduction (slides 1-5 and student handout page 1).**

Slide 1:

Make sure each student has the Note Taker handout or white lined paper before beginning the lesson. Read aloud the following:

“Today we’ll be learning about Native California people through their artwork. Sometimes, people only know a little—or nothing—about Native California communities, and artwork can help tell those stories in a powerful and personal way. Artwork can provide a lens to understand the diverse worldviews of Native California people. Native California artists can share their understanding of their cultures from their perspectives.”

Slides 2-3:

Read aloud slide content - students could volunteer to read from the bulleted lists.

Slides 4-5: Prompt students to read along from their handout while reading the definitions to new vocabulary. Optional: provide a cloze reading experience for students to be engaged with reading. This method involves the teacher reading aloud a passage while intentionally skipping certain words, and the students, following along, collectively say the omitted words.

***Engage: Allow 15 minutes for learning about the artist (slides 6-8 and handout page 1)**

Slide 6-8:

Read aloud slide content. Provide 5 minutes for students to discuss their ideas from the prompt, how art can be used to tell a story, then prompt them to begin writing their ideas for an additional 5 minutes.

***Explore: Allow 10 minutes for Connecting Story and Art (slides 8-11 and handout page 1)**

Slide 9:

Read aloud slide content. This slide is animated to provide students an opportunity to share the story of the painting with a learning partner before providing additional context. Allow students a few minutes to share their ideas.

Slides 10 and 11:

Read aloud slide content. Prompt students to write down a few details from their conversations with a learning partner on page 1 of their Note Taker page - anywhere around the artwork. Their details could be words or sketches from the artworks.

Slide 12:

Read aloud slide content. These slides are animated, allowing students to offer answers before clicking to reveal the answers in blue. Bring to the attention of students the confrontation between a large potentially aggressive snake and the circling movement of the tiny, fearless birds. What can we learn from this partnership between the two birds?

***Explain: Allow 15 minutes for Identity and Expression (slides 13-15 and student handout page 1)**

Slide 13:

Read aloud slide content. These slides are animated, allowing students to offer answers before clicking to reveal the answers in blue.

Slides 14 and 15:

Read aloud slide content. Prompt students to write a few notes on the Note Taker page.

***Elaborate: Allow 15 minutes for Art and Lifeways (slides 16-19 and handout page 1)**

Slides 16 and 17:

Read aloud slide content. Allow students a few minutes to offer responses to questions on slide 16. Prompt students to write a few notes about the roundhouse on the Note Taker page.

Slides 18 and 19:

Read aloud slide content. Prompt students to write a few notes in response to questions on their Note Taker Handout page 1.

***Evaluate: Allow 10 minutes for Lesson Quiz (slides 20-25)**

Slides 20-25:

Read aloud slide content. These slides are animated, allowing students to offer answers before clicking to reveal the answers.