

# Intersections and Identities, Indigenous Art and Cultural Exchanges

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**Grades**

●10–12

**Teacher-In-Residence**

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**Subject**

●World Languages

Carnegie  
Museum of Art

## Goals

- To explore indigenous perspectives on colonialism through art.
- To explore the interconnectedness of art, culture, and history by examining the works of Jaune-Quick-to-See Smith and their relationship to colonization in the Americas.
- To enhance students' visual and symbolic literacy by analyzing and interpreting artistic elements and symbolism present in the work.
- To foster a deeper understanding of the colonization of the Americas by Europeans through an exploration of the work and related historical contexts.
- To develop students' language proficiency by expanding vocabulary, using the past tense, and focusing on the connotation of words used in discussions of the artwork.
- To establish connections between students' classroom experiences and artwork found within the collections at Carnegie Museum of Art, fostering a sense of relevancy and engagement.

# Objectives

To be achieved in TL (target language) unless denoted with L1 (first language)

- Students will provide a detailed description of *Trade Canoe: The Surrounded* by Jaune Quick-to-See Smith, recognizing and providing brief explanation of cultural products, practice, and perspectives.

- Students will analyze the cultural identities of individuals depicted in the artist's work identifying their origin and historical relationships.

- Students will actively participate in whole class and small group discussions, articulating and exchanging their observations, feelings, and opinions in response to the artist's work.

- Students will identify and describe the historical products, practices, and perspectives related to trade and exchange between European colonizers and Indigenous tribes by analyzing their depiction in the artist's work.

- Students will demonstrate a general understanding of semantic connotation in language using the

words bring, offer, take, and receive to categorize the broad impacts of the exchange between colonizers and Indigenous peoples.

- Students will select and research art for a classroom exhibition of Indigenous artists of the Americas.

- Students will write an interpretive label for each selected artwork, providing an explanation of the artwork's title, the artist's background, significance to colonization, and any relevant artistic techniques or symbolism.

- Students will deliver a verbal presentation describing their chosen artwork, explaining why they chose it, and the artist's background.

- (L1) Students will engage in a reflective discussion about their experience curating the exhibit, sharing their perspectives, insight and knowledge gained, and connections made to the themes explored in the unit.

# Standards

## National Core Arts Standards:

- **Anchor Standard 7** Perceive and analyze artistic work.
- **Anchor Standard 8** Interpret intent and meaning in artistic work.
- **Anchor Standard 11** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

## ACTFL Standards for World Language Instruction:

### Communication:

- **Standard 1.1** Students engage in conversations, provide, and obtain information, express feelings and emotions, and exchange opinions.
- **Standard 1.3** Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.

### Culture:

- **Standard 2.2** Students demonstrate an understanding of the relationship between the products and perspectives of the culture studied.

## Connections:

- **Standard 3.1** Students reinforce and further their knowledge of other disciplines through the foreign language.

## Comparisons:

- **Standard 4.2** Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.

## Materials

- Images of artwork
- Bulletin board or other area for display
- Vocabulary words/images for word wall
- Thumb tacks and string
- World map

## Vocabulary

- La pintura: painting
- La obra de arte: work of art
- La canoa: canoe
- El comercio: trade
- El cráneo: skull
- El búfalo
- El coyote
- El relámpago: lightning
- La flecha: arrow
- La mano: hand
- Los dedos: fingers
- El vendaje: bandage
- La trenza: braid
- La pluma: feather
- La esperanza: hope
- La colonización: colonization
- El colonialismo: colonialism
- Los colonizadores: colonizers
- Los indígenas: Indigenous people
- La tierra: the land
- El pelaje: fur
- El maíz: corn
- Joyas: jewelry
- Alimentos: food
- Hierbas medicinales: herbal medicine
- Conocimiento: Knowledge
- Armas de fuego: guns
- Municiones: ammunition
- Herramientas de metal: metal tools
- Tela: cloth
- Caballos: horses

## Resource

- Pennsylvania Historical & Museum Commission,  
Pennsylvania Archaeology

## Artworks



Jaune Quick-to-See Smith, *Trade Canoe: The Surrounded*, 2018, Carnegie Museum of Art, The Henry L. Hillman Fund, 2020.3.A-.C © Courtesy of the artist and Garth Greenan Gallery, New York



Jaune Quick-to-See Smith, *Trade Canoe: Don Quixote in Sumeria*, 2005, Gochman Family Collection © Courtesy of the artist and Garth Greenan Gallery, New York



# Artworks



Jaune Quick-to-See Smith, *Trade (Gifts for Trading Land with White People)*, 1992, Chrysler Museum of Art, Norfolk © Courtesy of the artist and Garth Greenan Gallery, New York



Jaune Quick-to-See Smith, *Trade Canoe: Forty Days and Forty Nights*, 2015, Collection of Judith Liff Barker and Joseph N. Barker, © Courtesy of the artist and Garth Greenan Gallery, New York



## Artworks



Jaune Quick-to-See Smith, *Trade Canoe for the North Pole*, 2017, OZ Art NWA  
© Courtesy of the artist and Garth Greenan Gallery, New York



Jaune Quick-to-See Smith, *Trade Canoe: A Western Fantasy*, 2015, Whitney Museum of American Art, New York, gift of Kathleen O'Grady  
© Courtesy of the artist and Garth Greenan Gallery, New York

# Lesson

## Day 1

Introduce *Trade Canoe: The Surrounded* by presenting and exploring the right and left sections of the triptych.

**1.** ( $\approx 10$  min) Warm-up: Mirar: Cinco Veces Diez (Look 2 $\times$ 5)[1]: Show the right panel of the painting and use 5 $\times$ 2 thinking routine for students to explore their ideas independently and then share with the group.

- Students look at the image for 30 seconds then write 5 words in TL based on their observations.
- Students look at the image for another 30 seconds and write 5 different words based on their observations as a group.
- Share out: students share their words with the whole class, and they are recorded on a large poster paper.

**2.** ( $\approx 20$  min) Paso adentro, Paso afuera, Paso atrás (Step In, Step Out, Step Back) [2]: Show the right panel first and then the left panel, completing the following activity for both.

Project an image of the left panel of the painting and ask the following questions in the TL. Have students

record their responses individually before sharing out with the whole class.

- Paso adentro: What does this person think? What does this person know? What does this person feel?
- Paso afuera: What do you need to know to understand this person better?
- Paso atrás: What do you notice about your own perspective? What do you notice about trying to understand someone else's perspective?

**3.** ( $\approx 10$  min) Closing: Rutina + Uno (+ 1 Routine) [3]:

- In  $\approx 3$  minutes students make a list of key observations and ideas from the day's material from memory, without referring to their notes.
- Students pass their papers to the right and take a few minutes to read the list. They then add 1 thing to the list. Repeat this process several times.
- Students return papers to their original owners, read the additions to their original lists, and add at least 1 more thing that they picked up while reading their classmates' work.

# Lesson

## Day 2

Explore and discuss the central panel of the painting and reflect on the triptych as a whole.

**1.** (≈ 10 min) Warm-Up: Ver, Pensar, Preguntarse (See, Think, Wonder) [4]:

Project an image of the central panel of the painting.

- Have students respond to the following questions in the TL: What do you see? What do you think? What do you wonder?

- Share-out with whole class.

**2.** (≈15) min) Introduce trade vocabulary using images and progressive comprehension questioning.

**3.** (≈8 min) Create word wall:

- Pass out words to class.

- Hold up vocabulary images 1 at a time and prompt class for corresponding word.

- Student with matching word hangs both image and word on word wall.

**4.** (≈ 10 min) Closing: Afirmar, Apoyar, Cuestionar (Claim, Support, Question) [5]:

Project an image of the central panel of the painting. Have students respond to the following prompts in the TL:

- Claim: Write a description, explanation, or interpretation of the image.

- Support: Write a supporting sentence for your claim (what you see, feel, or know).

- Question: Write a question related to your claim (something you don't know but want to).

# Lesson

## Day 3

Introduce some of the historical context by identifying and describing people in the painting and identifying items that were traded between the 2 groups of people.

Explore exchanges and relationships through semantic connotations through trade and exchange between colonizers and indigenous people.

Add a world map to the word wall before class.

**1.** (≈ 10 min) Warm-up: Activate student's prior knowledge of European colonization of the Americas with the following prompts:

- Project Images from the PA Archaeology, Native American web page and ask the following questions in TL: Who colonized the Americas? Who lived in the Americas before colonization?

- Discuss with whole class.

- Add thumb tacks with string to the bulletin board display indicating that the colonialists came to the Americas from Europe and that the Indigenous people were already there.

**2.** (≈ 20 min) Word wall categories activity: Tell the class that you are going to explore the exchange between Europeans and Indigenous people more in-depth.

- Introduce the words Bring vs. Offer and generate examples of each with the students.

- Put 'bring' and 'offer' on the bulletin board on the left side of the painting.

- Have the class identify words from the word wall that fall under bring or offer and move them there to create a list.

- Repeat the process with the words Take vs. Receive.

**3.** (≈ 10 min) Closing  
Connotation association activity: Have the students write a feeling or reaction they associate with each word on the bring/offer, take/receive bulletin board list.

# Lesson

## Day 5

Analyze the painting again based on perspectives and knowledge gained over the week and explore additional paintings in the trade canoe series.

1. (≈10 min) Warm-Up: Antes Pensaba.. Ahora Pienso.. (I Used to Think, Now I Think) [6]:  
Display an image of the full painting and have the students respond to the following prompt in the TL: Think about what you have learned about the painting we've been exploring and complete the following sentence starters:  
I used to think....  
Now I think...

2. (≈ 20 min) Small group trade canoe series activity.

- Divide students into groups of three or four.

- Give each group an image of one of the paintings from Jaune Quick-to-See Smith's Trade Canoe series.

- Facilitate students describing each painting including the following information: Title, description of images and symbols, themes represented in the work, questions about the work.

3. (≈ 10 min) Mini presentation circle.

- Have each group describe their painting for the class while you project an image of it.



### **Indigenous Art Exhibit Project**

Students choose a work of art, research the artist, write a description of the artist and the work they chose for a classroom exhibit, work collaboratively to create the show, present their chosen work during the show, respond to works presented by classmates, and debrief by reflecting on the process.

# Thinking Routines

I've used a number of thinking routines throughout the lessons. I use these during the year in many different contexts so that my students have previous experience with the language of the questions and become accustomed to the structure. I prefer to introduce them in the first quarter with more familiar material to establish their routine use. I frequently adapt and simplify the language used to better fit my students' proficiency levels. Brief descriptions can be found below, and more in-depth descriptions can be found at the [Project Zero Website](#).

## **[1] Looking–Ten Times Two thinking routine:**

Look at the image quietly for at least 30 seconds, letting your eyes wander. List 10 words or phrases about any aspect of the image. Repeat Steps 1 and 2: Look at the image again and try to add 10 more words or phrases to your list.

## **[2] Step In- Step Out- Step Back thinking routine:**

- Step In: What do you think this person might feel, believe, know, or experience?
- Step Out: What would you like or need to learn to understand this

person's perspective better?

- Step Back: What do you notice about your own perspective and what it takes to understand someone else's.

## **[3] +1 Routine**

After reading a text, watching a movie, listening to a lecture, or being presented with new information or ideas in some manner, a group of learners does the following:

**Recall**—In 2–3 minutes and working individually, each learner generates a list of key ideas that he or she recalls from the presentation that he/she feels is important to hang onto. Learners do this from memory rather than reviewing notes or material.

**Add (+)**—Learners pass their papers to the right. Taking 1–2 minutes, each student reads through the list in front of him/her and adds one new thing to the list. The addition might be an elaboration (adding a detail), a new point (adding something that was missing), or a connection (adding a relationship between ideas). Repeat this process at least two times.

**Act**—Return the papers to the original owner. Learners read through

# Thinking Routines

and review all the additions that have been made on their sheets. At the same time, they may add any ideas they have picked up from reading other's sheets that they thought were worthwhile.

## **[4] Compass Points:**

1. E = Excited—What excites you about this idea or propositions? What's the upside?
2. W = Worrisome—What do you find worrisome about this idea or proposition? What's the downside?
3. N = Need to Know—What else do you need to know or find out about this idea or proposition? What additional information would help you to evaluate things?
4. S = Stance or Suggestion for Moving Forward—What is your current stance or opinion on the idea or proposition? How might you move forward in your evaluation of this idea or proposition? (1. E = Entusiasmo 2. O= Obstáculo 3. N = Necesidad de Saber 4. S = Sugerencias)

## **[5] Claim, Support, Question**

Drawing on your investigation, experience, prior knowledge, or reading:

- Make a claim about (or give an explanation for, or offer an interpretation of) the topic.
- Identify support (things you see, feel, know) for your claim.
- Ask a question related to your claim or the supports. What isn't explained?

## **[6] I Used to Think.. Now I Think..**

Think about what you have learned about the topic we have been studying and complete the following sentence stems: I used to think... Now I think...