



Roll Call Series, 2012 Joe Feddersen
A Multiple Subjects Lesson for Classroom Learning
Grades: Elementary (2nd–4th Grades)
C.Brown, Native Montessori Preschool, Portland Public Schools

Lesson Overview: Students will learn about Native American basketry in their traditional form and in their contemporary art form using multiple subjects: Language Arts, Mathematics, and Visual Arts integrated in Social Emotional Learning.

- After a read aloud of *Kunu's Basket*, students will retell the story through journal writing and illustration using at least two details from the story.

Suggested Works:

- Joe Feddersen, *Red Roll Call*, 2010, twined waxed linen, 2013.42.1 (available through Portland Art Museum online collections and in gallery)
- Joe Feddersen, *Magpie, Guy, Wolf*, and *Flat Screen* fused glass, 2012.93.1 (available through Portland Art Museum classroom poster, online collections, and in gallery)
- Refer to listed websites under resources for images of Native American baskets

Materials:

- Writing paper
- Writing Pencil
- Colored Pencils
- Projector

Resources:

DeCora Francis, Lee. (2011). *Kunu's Basket, A Story from Indian Island*. Gardiner, Maine: Tilbury House Publishing.

Online Resources:

Burke Museum of Natural History and Culture

<http://www.burkemuseum.org/static/baskets/artists/plateau.html>

Portland Art Museum Native American baskets

http://www.portlandartmuseum.us/mwebcgi/mweb.exe?request=advanced;_tkeyword=baskets;source=128;dtype=d;subset=100

Portland Art Museum Poster Project

<https://portlandartmuseum.org/learn/educators/resources/posters/>



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Before the Lesson: (About 5-10 minutes)

Show images of traditional Native baskets using imagery from the websites above. Ask the students what they think these baskets are used for. Record their answers on chart easel paper.

Lesson Steps: (About 45 minutes)

1. Read aloud the book, *Kunu's Basket*. Please note, this story takes place in Maine; however, this story will portray in general terms how baskets are used in Indigenous communities in North America.
2. Invite discussion through highlighting the following pages with these questions (prewritten on chart easel paper).
 - (p.5) Why does Kunu want to make a basket? Why does he not want his Dad to help?
 - (p.7-8) What tools do Kunu and his Grandfather use to make the basket? How are they used?
 - (p.23) How did Kunu's Grandfather learn to make a basket?
 - (p.24) What is the last thing Kunu added to his basket so that he could carry the basket?
 - (p.26) How did Kunu feel when he completed his basket? What is perseverance?
3. After the read aloud, students are guided to use three details from the story to answer the following question in their journal using both illustration and writing.
 - How did Kunu and his Grandfather show generosity? (Guide children to brainstorm as a community how generosity was practiced in the story. Then guide children to write in their journal).
4. In small groups, students read/share their journal entry with peers.