

## **Our Northwest Home**

### **Elementary (PreK-5<sup>th</sup> Grade)**

---

“Our Northwest Home” examines the complex relationship of people with the Pacific Northwest region throughout time. In the galleries, students investigate works of art from a variety of different times, places, and cultures. Using Artful Thinking Routines and activities from Harvard’s Project Zero, a gallery educator facilitates conversations about the works of art with a lens of cultural context, geographical/environmental impact, and historical narrative. In the art studio, students choose from a variety of art materials to create their own work of art reflecting their own community’s history and culture.

#### **Essential Question:**

What do works of art say about time and place?

#### **Learning Targets:**

1. Students identify ways in which the Pacific Northwest environment has impacted the communities who live here, and how that is represented in art.
2. Students identify ways in which artists portray Pacific Northwest culture.
3. Students make a statement about their own community’s history and culture with a self-created work of art.

#### **Success Criteria (PreK - 2<sup>nd</sup> grade):**

- Students describe the environment shown in a work of art.
- Students identify indicators of culture in a work of art, such as mythology, language, and race/ethnicity.
- Students create a work of art that reflects their own community.

#### **Success Criteria (3<sup>rd</sup> - 5<sup>th</sup> grade):**

- Students identify key environmental and cultural features shown in works of art from the Pacific Northwest.
  - Students make inferences about an artist’s cultural influences, supported by specific details from a work of art.
  - Students create a work of art that reflects their own community.
- 

## **Standards Alignment**

### **Washington State Social Studies Standards (pre-2018)**

#### Kindergarten

- 5.3.1 States own viewpoints and listens to viewpoints of others

#### 1<sup>st</sup> Grade

- 3.2.1 Understands that the way families live is shaped by the environment

**2<sup>nd</sup> Grade**

- Understands that people in communities affect the environment as they meet their needs and wants

**3<sup>rd</sup> Grade**

- 1.1.2 Understands and applies the key ideals of unity and diversity with the context of community
- 3.2.1 Understands how the environment affects cultural groups and how cultural groups affect the environment

**4<sup>th</sup> Grade**

- 3.2.3 Understands that the geographic features of the Pacific Northwest have influenced the movement of people
- 4.3.1 Understands that there are multiple perspectives regarding the interpretation of historical events and creates an historical account using multiple sources

**5<sup>th</sup> Grade**

- 4.2.2 Analyzes how people from various cultural groups have shaped the history of the United States
- 4.3.1 Analyzes the multiple perspectives and interpretations of historical events in U.S. history

**Since Time Immemorial Curriculum**

Essential Question 1: How does physical geography affect Northwest tribes' culture, economy, and where they choose to settle and trade?

Essential Question 4: What are the ways in which tribes responded to the threats and outside pressure to extinguish their cultures and independence?

Big Five 5: By the time students leave elementary school, they will identify the names and locations of tribes in their area.

**Washington State Visual Arts**

**Kindergarten**

- Cr1.1.K(a) Engage in exploration and imaginative play with materials
- Cr2.1.K(a) Through experimentation, build skills in various media and approaches to art-making
- Cr2.3.K(a) Create art that represents natural and constructed environments

**1<sup>st</sup> Grade**

- Cr1.2.1(a) Use observation and investigation in preparation for making a work of art
- Cr2.1.1(a) Explore uses of materials and tools to create works of art or design

- Cn11.1.1(a) Understand that people from different places and times have made art for a variety of reasons

#### 2<sup>nd</sup> Grade

- Cr1.2.2(a) Make art or design with various materials and tools to explore personal interests, questions, and curiosity
- Cr2.1.2(a) Experiment with various materials and tools to explore personal interests in a work of art or design

#### 3<sup>rd</sup> Grade

- Cr1.1.3(a) Elaborate on an imaginative idea
- Cr1.2.3(a) Apply knowledge of available resources, tools, and technologies to investigate personal ideas through the art-making process
- Cr2.1.3(a) Create personally satisfying artwork, using a variety of artistic processes and materials
- Cn11.1.3 Recognize that responses to art change depending on knowledge of the time and place in which it was made

#### 4<sup>th</sup> Grade

- Cr2.1.4(a) Explore and invent art-making techniques and approaches
- 10.1.4(a) Create works of art that reflect community cultural traditions
- Cn11.1.4(a) Through observation, infer information about time, place, and culture in which a work of art was created

#### 5<sup>th</sup> Grade

- Cr2.1.5(a) Experiment and develop skills in multiple art-making techniques and approaches through practice
- Re7.1.5(a) Compare one's own interpretation of a work of art with the interpretation of others
- Re7.2.5(a) Identify and analyze cultural associations suggested by visual imagery