

## The Art of Basketry



**Goals:** Students will become aware of the importance of basketry to the Grand Ronde Indians and how their art reflects their environment.

**Oregon Common Core Standards:**

- 6-8.RH.2 Determine the central ideas or information of a primary or secondary sources; provide an accurate summary of the source distinct from prior knowledge or opinion.

**Oregon Arts Content Standards:**

- AR.08.HC.03 Explain how works of art from around the world reflect the artist's environment, society and culture.
- AR.08.HC.05 Explain the influence of the arts on individuals, communities and cultures in various time periods.

**Oregon Social Sciences Academic Content Standards:**

- Geography 8.13 Explain how current and historical technological developments, societal decisions, and personal practices influence sustainability in the United States.

**Objectives:**

- Students will be able to explain the importance of basketry to the Grand Ronde people.
- Students will be able to summarize the basketry read aloud.
- Students will be able to create their own work of art replicating how the Grand Ronde people weaved baskets.

# LESSON PLAN

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**Unit:** Grand Ronde Tribal History

**Lesson Title:** Basketry

**Rational:** Baskets played an important role in the lives of the Grand Ronde people.

**Goals:** Students will become aware of the importance of basketry to the Grand Ronde Indians and how their art reflects their environment.

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**Materials Needed:**

- |  |   |
|--|---|
| ✓ Vocabulary sheet                               | ✓ Paper cups                                      |
| ✓ Basketry read aloud                            | ✓ Yarn  |
| ✓ Overhead projector/document camera             | ✓ Scissors  |
| ✓ Basketry pictures                              | ✓ Completed woven basket cup to use as an example |
| ✓ Teacher instructions on how to make basket cup |   |



# LESSON PLAN

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**Time:** 50 minutes

**Anticipatory Set:** Begin the lesson by showing students a photo of a Grand Ronde basket. Ask students if they know what the photo is of and what culture they believe it to be from. Ask students if they know what time period it came from and what they think it is made out of.

➤ **Lesson Steps:**

1. Present students with the vocabulary sheet. Go over vocabulary so students will be prepared for the lesson.
2. Place read aloud sheet on the document camera and ask for volunteers to read paragraphs of the sheet.
3. Ask students what role baskets played to Natives. How did the world around the Natives influence making baskets? Once tribes were moved to the Grand Ronde Reservation what other purpose did making baskets serve?
4. Show students pictures of Grand Ronde baskets on the document camera.
5. Present the students with a finished woven basket cup and let them know they will now get the opportunity to make their own.
6. Demonstrate the steps to make the woven basket cup for students.
7. Pass out supplies to students.
8. Allow enough time for students to work on their woven basket cups.

**Differentiation:** Students may individually read the read aloud sheet, or have students partner read.

**Early Finisher Activity:** Have students use a computer to research baskets from other tribes in the United States to see how they differ from the baskets made by the Grand Ronde people.

**Assessment:**

	Yes	No	Notes
Student was able to complete a woven basket cup.			

**Notes/Other:** If time allows students can watch a video produced by Land and Culture showing a tribal member making a basket using Juncus. Student will also learn techniques to make a basic basket and hear a discussion on material gathering and the preparation needed.

<http://www.grandronde.org/culture/culture-class-videos/>

The basketry video is the first link on the page.



# LESSON PLAN

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## Attachments:

- ✓ Vocabulary sheet
- ✓ Basketry read aloud
- ✓ Basketry pictures
- ✓ Teacher instructions on how to make basket cup





# Vocabulary

## Basketry

**Beargrass**

**Burden baskets**

**Hazel sticks**

**Rushes**

### Definitions:

**Beargrass-** A type of plant with long, coarse, grasslike leaves and tall white flowers used by Grand Ronde people for making baskets. Bear grass grows in the Cascades and in the Coast Range. The leaves are pulled from near the center of the plant and dried, then rehydrated a year later for weaving.

**Burden baskets-** made with a strap or tumpline that is worn across the forehead - the basket is situated on a person's back and allows native people to keep their hands free while they gathered - if they were cared for, these baskets could last for generations.

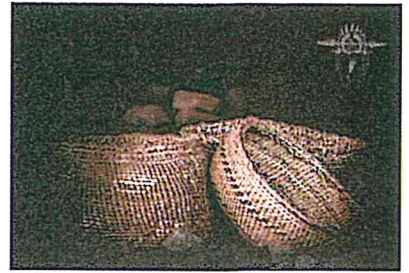
**Hazel sticks-** come from the native hazel shrub or small tree with broad leaves – bears prominent catkins in spring and round hard-shelled edible nuts in the fall – used by Grand Ronde people for making baskets, not to be confused with the hazel/filbert trees that are not native to this region. The hazels are burned or trimmed down, and then a year later the new growth will be very straight. These are the perfect size and quality for the weavers. The hazel sticks are smoked or heated up over a fire to separate the bark from the stick, they are then peeled of their bark and dried, a year later they are rehydrated for weaving.

**Rushes-** also called Juncus, grass-like plants – plant material that Grand Ronde people would use for making baskets – they are usually in wet fields and prairies in the valley and into the foothills – the Juncus is dried and sits for a year in dry storage and is then rehydrated to make it supple and strong.

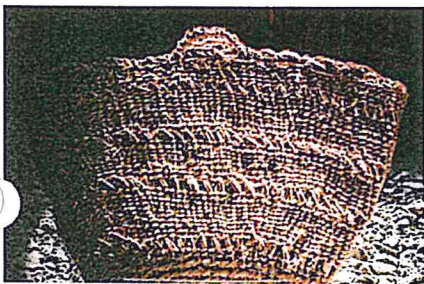


## Basketry Read Aloud

Everything that the Native People wanted or needed had to be gathered and made by hand. They needed something to store or carry the things that they would gather so they made baskets. They would make baskets out of plant material which would make them light weight but they were strong at the same time. Some of the plant materials used for the baskets included rushes, hazel sticks, beargrass, cedar and spruce roots. They could be made any size or shape. The baskets were easy to carry which was important because they traveled a lot especially in the summer. They could even be made to be watertight so they could be used to cook in. Burden baskets were also made, which were designed with a strap that they would wear on their head and that would keep their hands free while they gathered. If cared for, these baskets could last for generations.



The materials used, and the shape and design of the baskets would indicate which tribe the baskets came from. Each basket maker might also have their own design or style. The



basket maker would determine what they would need the basket for and that would help them determine what material they should use as well as what size and shape to make. For example, you would want a solid straight basket if you were gathering berries. This type of basket would help insure that the berries were taken care and wouldn't end up being mashed.

Basket making material was gathered at different times of the year and most material would have to be stored for a year before it could be used to make a basket. A good basket maker was an important person in the tribe. All women made baskets but some women were better at making baskets than others. A young girl would be lucky if a basket maker decided to teach her how to make baskets.

When the Native people were sent to the reservation at Grand Ronde they continued to make baskets. As more European people came through the area, they were interested in the baskets and wanted to buy them. Some of the basket makers then started making baskets to sell or trade. The Native people were poor and selling or trading baskets became a good way for them to make a living. They would even travel to the Portland area in order to sell their baskets.

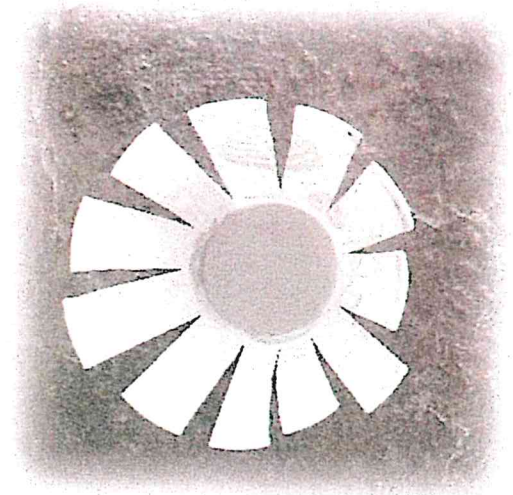
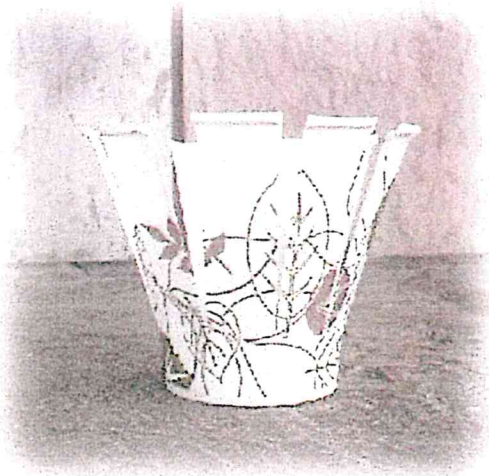


Today we still have some basket makers at The Confederated Tribes of Grand Ronde. But not all women know how to make baskets. Basket makers are still considered valuable members of the tribe. We offer many classes at the tribe on making baskets and it is one of the traditions that we are trying to preserve and continue.

### Instructions on how to make a basket cup

1. Take a paper cup and cut slits around the cup about  $\frac{1}{4}$  inch thick. The slits should be cut from the top of the cup to about  $\frac{1}{4}$  inch from the bottom of the cup. The trick is to cut an odd number of slits in the cup. The slits don't have to be exactly the same size.
2. Take your yarn and put it through one of the slits. You are going to go over one of the slits and then go under the following slit. You will continue this pattern all the way around your cup.
3. You will continue to go over and then under all the way up the sides of the cup.
4. When you get as far up the cup that you want, you can tie the end off on the inside of the cup.

If the students want to get creative they can also alternate the different colors of yarn to make a design.



TEACHER \_\_\_\_\_

LESSON NUMBER \_\_\_\_\_

## History of Grand Ronde Lesson Feedback Form

1. Please rate (circle the appropriate number below) this lesson on a scale of 1-10: 10 being outstanding and 1 being terrible.

1    2    3    4    5    6    7    8    9    10

2. What needs added, altered, or deleted from this lesson?

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3. Is there anything else that you would recommend for increasing the effectiveness of this lesson?

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**Thank you for your feedback! It is very much appreciated and will help us improve our curriculum!**