

## “MakerSpace - Plants as Creative Expression”

- **Summarizing the Project:** What elements of native Alaskan plants make them valuable for creative expression?
  - **Concept(s) addressed:**
    - Plants have inherent characteristics that are desirable for creating art/craft projects
    - The elements of a plant can direct the design and form of artistic expression
  - **Essential Question(s) Investigated:**
    - How does a plant’s physical and chemical makeup (size/shape/growth pattern/qualities) contribute to its usefulness/desirability in creating art or crafting? (qualities include but not limited to: waterproof, malleable, color, etc).
  - **Critical skills taught**
    - Researching and selecting applicable resources (i.e. books, online sources<sup>1</sup>, Native elders through ANE<sup>2</sup> connections)
    - Forming questions throughout the research phase
    - Locating information about their chosen plants and generating a list of desirable traits for use in artistic expression
    - Analyzing the traits of their chosen plants in relation to their desired art project
    - Experiment with and design an art project driven by the elements of plants chosen for their desired elements
    - Collaborating and reflecting with peers resulting in reiterations of project
- **Connecting to the AASL National Standards**
  - Inquire:
    - A.1. Formulating questions about a personal interest or a curricular topic
    - B.3. . Generating products that illustrate learning
  - Collaborate:
    - C.1. Soliciting and responding to feedback from others
    - C.2. Involving diverse perspectives in their own inquiry processes

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<sup>1</sup> Curated by teacher/librarian (Alaska Native Knowledge Network, Native Corporations, Museum of the North’s Ethnobotany Film Series, etc.)

<sup>2</sup> FNSBSD’s Alaska Native Education team

- Explore:
  - B.1. Problem solving through cycles of design, implementation, and reflection
  - 2. Persisting through self-directed pursuits by tinkering and making
- **Designing for Learning**
  - **Learning outcomes desired: I can...**
    - Through investigation, research, and experimentation, students will recognize that natural mediums can be used for creative expression
  - **Assessing for Learning: I will**
    - Explain the process used to achieve expected results<sup>3</sup>
    - Demonstrate understanding of the qualities of natural material that can be used for creative expression

**Learning plan to achieve outcomes:**

- **Prepare** at least five rotating stations:
  - Flower pounding with berries, leaves, flowers
  - Contour drawing
  - Rubbing
  - Chromatography (grinding etc)
  - Bark/needles/yarn/grasses, etc
- **Introduce:** Inquiry or I Wonder phase
  - Introduce the guiding question: What elements of native Alaskan plants make them valuable for creative expression?
  - Choose at least three stations to visit
  - Experiment: make notes of changes/colors/durability/ease of use
- **Model:**
  - Examples of traditional native arts (birch bark baskets, whale bone carvings, masks, etc.)
  - Examples of botanical drawings
  - Examples of chromatography using coffee filters and natural dyes from native plants
  - Students share their initial understandings from “I Wonder” phase

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<sup>3</sup> [http://www.museum.state.il.us/muslink/pdfs/dye\\_plants.pdf](http://www.museum.state.il.us/muslink/pdfs/dye_plants.pdf) (example on page 7 - to be modified)

- **Practice:**
  - Experiment and engage in “What if...”, “What happens when...”, “How do these..”
  - Reflect
  - Reiterate
- **Assess**
  - Students will prepare their project for a gallery walk
  - Students will prepare their notes for explaining how their project began and how the reflection process helped their project evolve
  - Students will prepare notes for explanation on how they achieved their results
  - Using a prepared rubric, students will reflect on self and peers

## **Bibliography**

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