Tlingit Form Line Drawing

Teacher: Michelle Leisure  
Grade: 6th, ELA  
Time:  
70 min. (Part 1)  
70 min. (Part 2)  

Student Objectives: What Students will Learn

Standards:

**ELA.6.RL.2** - Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text (CC.6.RL.1).  
(Comprehension)

**ELA.6.W.4** - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience (grade-specific expectations for writing types are defined in standards 1–3 above) (CC.6.W.4).  
(Analysis)

**ELA.6.W.9** - Draw evidence from literary or informational texts to support analysis, reflection, and research (CC.6.W.9).  
(Analysis)

**ELA.6.SL.1** - Engage effectively in a range of collaborative discussions (CC.6.SL.4).  
(Analysis)

**ELA.6.SL.4** - Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation (CC.6.SL.4).  
(Analysis)

Students will be able to:

1. After reading Touching Spirit Bear, students will reflect on the tradition of totems in the Tlingit culture.
2. Students will recognize the commonality of form line drawing/carving between totem carvings.
3. Students will practice the art of form line drawing.
4. Students will research animals represented in Tlingit totems.
5. Students will identify form line features in various Tlingit totem animal designs.
6. Students will create form line drawings of animals that represent their own lives – past, present, and future.

Assessment Evidence (Formative and Summative)

Performance tasks
1. Students will create form line drawings of three traditional Tlingit totem animals that represent their lives – past, present, and future.

Performance criteria

Task 1
1. Students read Touching Spirit Bear, by Ben Mikaelson.

Task 2
1. Students watch videos related to form line drawing and totem art.

Task 3
1. Students compare provided examples of form line totem poles and recognize commonalities between each piece (animal).

Task 4
1. Students sketch each type of form line shapes used in totem animal art.

Task 5
1. Students research animals used in traditional totem art.

Task 6
1. Students select 1-2 totem animals to present in small groups.
2. Students identify the form line features of their selected animals.
3. Students identify the commonalities in form line features.

Task 7
1. Students select 3 traditional animals used in totem art to represent aspects of their own life – past, present, and future.
2. Students sketch and draw their selected animals using form line drawing.

<table>
<thead>
<tr>
<th>Learning Plan</th>
<th>Notes for Teacher:</th>
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<tbody>
<tr>
<td><strong>Part 1 – 70 min.</strong></td>
<td>Students must have completed the assigned chapters/readings in order to be successful in the assignment.</td>
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<tr>
<td>Review:</td>
<td>Watch for students who are not participating in the group discussions.</td>
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<tr>
<td>• Tlingit Totem connections to the novel</td>
<td>During share outs, ask students to share what they heard</td>
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<td>Provide:</td>
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<td>• Time for students to reflect independently, as well as with a small group</td>
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<td>• Discussion prompts</td>
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<td>Engage:</td>
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<td>• Think It: Ask students to think about the ways Tlingit culture were represented in Touching Spirit Bear</td>
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<td>• Speak It: Ask students to share their thoughts with their small group.</td>
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<td>Explore:</td>
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<td>• Form line examples and videos.</td>
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<td>Explain:</td>
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<td>• Explain the common form line features in totem art.</td>
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<td>Elaborate:</td>
<td>Evaluate:</td>
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<td>• Students will practice form line</td>
<td>• Students are observed on their</td>
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<td>drawing techniques.</td>
<td>group work and form line sketches.</td>
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Part 2 – 70 min.

Review
- Examples of form line drawing on totem art

Engage:
- Think It: Ask students to think about what animal represents them as a person and why.
- Speak It: Students share in small group about the animal that represents them and why.

Provide:
- Links to Tlingit totem art
- Links to Tlingit traditional totem animals
- Drawing paper
- Colored pencils

Explore:
- Research traditional totem animals.
- Select two animals to share with small group.

Explain:
- Explain the use of form line techniques in totems.

Elaborate:
- Students create three totem animal sketches using form line drawing to represent themselves – past, present, and future.

Evaluate:
- Students present their sketches in small groups, sharing what forms of form line drawing were used and how each animal represents a part of their life.

Materials:
- Copies of the book, Touching Spirit Bear
- Link(s) to form line drawing
- Link(s) to Tlingit totem art
  - http://members.home.nl/t.overberg1/Totem_Pole.htm
- Drawing Paper
- Colored pencils

Differentiation/Accommodation/Modifications
- from their peers, rather than their own thoughts.
- Sketch alongside students.
- Allow students to activate their schema in recalling the examples of Tlingit storytelling found in the novel.
- Allow time to share their selected animal and how it represents them. Students should practice speaking in complete sentences to assist in their writing.
- Students will learn about each other during their sharing time. Additionally, students will be able to model correct sentence structure and grammar.
• Group Support (help from peers when sharing out)
• Assistance with drawing by allowing students to trace images using iPads
• Extra time
• Any additional modification/accommodation noted in an IEP/504 plan not already addressed.