

# InsideART

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**Title**

Nalikutaar Jacqueline Cleveland: Photographer of the Yup'ik People

**Estimated Time for Completion of Lesson**

2 Class Periods

**Concept/Main Idea of Lesson**

Exploring the life, culture, and work of artist-photographer Nalikutaar Jacqueline Cleveland.

**Intended Grade Levels**

Grades 6-12

**Infusion/Subject Areas**

Visual Arts

Social Studies

**Curriculum Standards****Florida State Curriculum Standards**

Visual Arts:

- VA.68.H.1 and VA.912.H.1
  - Through study in the arts, we learn about and honor others and the worlds in which they live(d).
- VA.912.H.3.1
  - Synthesize knowledge and skills learned from non-art content areas to support the processes of creation, interpretation, and analysis.
- VA.68.C.1 and VA.912.C.1
  - Cognition and reflection are required to appreciate, interpret, and create with artistic intent.
- VA.68.S.1 and VA.912.S.1
  - The arts are inherently experiential and actively engage learners in the process of creating, interpreting, and responding to art.

**Social Studies:**

- SS.8.A.1
  - Use research and inquiry skills to analyze American History using primary and secondary sources.
- SS.912.A.2.7
  - Review the Native American experience.
- SC.912.L.17.8
  - Recognize the consequences of the losses of biodiversity due to catastrophic events, climate changes, human activity, and the introduction of invasive, non-native species.

**National Standards for Arts Education**

- Anchor Standard #1. Generate and conceptualize artistic ideas and work.
- Anchor Standard #2. Organize and develop artistic ideas and work.
- Anchor Standard #3. Refine and complete artistic work.
- Anchor Standard #6. Convey meaning through the presentation of artistic work.
- Anchor Standard #7. Perceive and analyze artistic work.
- Anchor Standard #8. Interpret intent and meaning in artistic work.
- Anchor Standard #10. Synthesize and relate knowledge and personal experiences to make art.
- Anchor Standard #11. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.

**National Council for the Social Studies Themes**

- Culture
- Time, Continuity, and Change
- People, Places, and Environments
- Power, Authority and Governance
- Civic Ideals and Practices

**Instructional Objective**

The student will:

- examine the life and work of Nalikutaar Jacqueline Cleveland;
- analyze a quote from Nalikutaar Jacqueline Cleveland in cooperative learning groups;
- consider Yup'ik culture and the relationship with their environment;
- construct an infographic after exploring the Yup'ik culture through an interactive digital exhibit.

## Learning Activities Sequence

### **Prior to Class:**

Familiarize yourself with all lesson materials, review the Notes View at the bottom of the PPT slides. Activate the PowerPoint presentation and display slide 1.

### **Attention-Getter:** Artist Introduction and Think-Pair-Share

Advance to slide 2

Tell students that today they will learn about a Native American artist, Nalikutaar Jacqueline Cleveland, and introduce background information about the artist as shown on slide 2.

Advance to slide 3.

**THINK:** Read the quote aloud (pausing to define “foraging” if needed for your students). Ask students to write down any initial thoughts in their student notebooks. *What might Nalikutaar Jacqueline Cleveland want to express about her lived experience and culture?*

**PAIR:** Have students pair up and discuss their ideas.

**SHARE:** Then, in whole class format, have each pair share their thoughts and engage in a class discussion.

### **Learning Activity 1:** Who are the Yup'ik? (map, video clip, and interactive digital exhibit)

Slides 4-7: Show the map to students, pointing out where the Yup'ik live in Alaska. Play the clip from a short documentary on the Yup'ik people. The clip starts at 6:22 and focuses on the importance of their land. As they view the video clip, using the following to focus their attention:

- a. As students watch, ask them to make note of what the people in the video hope others will learn from watching. Engage in a brief discussion after viewing to allow students to share what they noticed during the video.
- b. Ask students how this video connects to what they learned about Nalikutaar Jacqueline Cleveland.

For the interactive digital exhibit on slide 7, scroll through the online exhibit and share your screen as a class or if devices are available, have students explore the exhibit on their own to learn more about the Yup'ik.

### **Learning Activity 2:** Nalikutaar Jacqueline Cleveland: Art and Activism

Slides 8-11: As students attend to the information presented, ask them to consider:

*How is Nalikutaar Jacqueline Cleveland's service and activism informed by her lived experience?*

*How does Nalikutaar Jacqueline Cleveland lived experience inform her art?*

For the video clip (<https://vimeo.com/116089834>) of Nalikutaar Jacqueline Cleveland speaking about the importance of the land and why she would be a good fit for an upcoming documentary:

As students watch have them take note of Cleveland's main message and specific details she shares in the video.

**Closure** (Slide 12): Ask for a volunteer to read aloud the quotation and use the following question to prompt a closing discussion:

*How are Nalikutaar Jacqueline Cleveland's culture and art intertwined?*

### **Evaluation/Assessment**

Slide 13-15. Have students create an infographic about the Yup'ik peoples based on what they have learned. Students can do this digitally using a program like Canva that has premade templates, or they can do so using paper and coloring supplies.

If your students are not familiar with infographics some examples are included on slides 14 and 15.

Allow students time to start this in class and finish the project for homework.

The completion of their infographic will serve as their assessment.

## **Materials and Resources**

- PowerPoint Presentation
- Pen and Paper or Student Notebooks
- Internet Connection
- Computer with projector
- External speakers
- Devices to access the internet for students (ideally laptops, tablets or Chromebooks)
- Paper and coloring supplies, if needed

## **Special Learner Accommodations**

Things to consider:

- Extra time for note-taking
- Translation dictionaries for ELLs
- Visually-rich PPT
- Graphic organizers
- Small group discussions/Cooperative learning
- Alternative assessment options

## **Internet Links**

- <https://aywaa.org/who-we-are/>
- [https://trimtab.media/films/#:~:text=Ellavut%20Cimirtuq%3A&text=\(Yupik%20%E2%80%93%20Pronunciation%3A%20Shla%2D,and%20cultural%20traditions%20in%20Alaska](https://trimtab.media/films/#:~:text=Ellavut%20Cimirtuq%3A&text=(Yupik%20%E2%80%93%20Pronunciation%3A%20Shla%2D,and%20cultural%20traditions%20in%20Alaska)
- <https://www.uaf.edu/anlc/languages-move/centralakyupik.php>
- <https://nunalleq.org/>

## **Video Links**

- <https://vimeo.com/116089834>
- <https://youtu.be/4hzcV52FtoA?t=383>