

InsideART

Title

Through My Eyes: The Photography of Nalikutaar Jacqueline Cleveland

Estimated Time for Completion of Lesson

1 Class Period (plus homework)

Concept/Main Idea of Lesson

Visual analysis of artist-photographer Nalikutaar Jacqueline Cleveland's artwork

Intended Grade Levels

Grades 6-12

Infusion/Subject Areas

Visual Arts
Social Studies

Curriculum Standards**Next Generation Sunshine State 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.68.H.3.3
 - Create imaginative works to include background knowledge or information from other subjects.
- 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.912.A.2.7
 - Review the Native American experience.
- SS.8.A.1
 - Use research and inquiry skills to analyze American History using primary and secondary sources.

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

Culture

Time, Continuity, and Change

People, Places, and Environments

Power, Authority and Governance

Civic Ideals and Practices

Instructional Objectives

The student will:

- engage in analysis of Nalikotaar Jacqueline Cleveland's photography;
- develop reading, writing, and discussion skills;
- conceptualize, develop, and complete an artistic photography project to represent their community in a style of Nalikotaar Jacqueline Cleveland.

Pre-Teaching: Teach Day 1 of the Nalikotaar Jacqueline Cleveland curriculum. Read the Notes View on the PPT presentation. Make copies as appropriate of the video analysis worksheet (If time is constrained have students view a portion of the film by

showing the first 3-4 minutes.) Activate the PowerPoint for students to see the title slide (Slide 1) as they enter the classroom.

Learning Activities Sequence

Attention-Getter: Ask a volunteer to summarize the previous day's lesson. Advance to slide 2 and tell students that today they will view some of Nalikutaar Jacqueline Cleveland's artwork and learn why Cleveland uses the media of film and photography.

Play the video starting at 1:26 and stopping at 2:29, telling students to listen carefully as to why the artist chose film as the medium to express herself. After viewing, allow several students to share their thoughts.

Ask students what they think about the impact of images and film on their lives. Engage students in short discussion about how frequently they see images or videos in one day.

Learning Activity 1: See, Think, Wonder

Slide 3: Engage students in critical visual analysis by using the "See, Think, Wonder" approach. This strategy encourages students to make careful observations, cite evidence to back up thoughtful interpretations, and help stimulate curiosity and inquiry.

Ask students to create a 3-column chart in their notebooks or other paper, as shown in Slide 3. Tell students that they will be viewing four images by Nalikutaar Jacqueline Cleveland; they will be recording their thoughts on their 3-column chart.

Show each image (Slides 4-7) for two to three minutes each, allowing students to write their observations on their charts.

In a whole class format or in a more sheltered dyad format, ask for volunteers to share their thoughts with each other.

Learning Activity 2: Film Analysis

Slide 8: Have students view the 10-minute documentary, *Sundown to Sundown* (2011), by Nalikutaar Jacqueline Cleveland. The film can be accessed here: <https://vimeo.com/31221053>. (If time is constrained, have students view a portion of the film by showing the first 3-4 minutes.)

While viewing, have students use a guided analysis worksheet from the National Archives: <https://www.archives.gov/education/lessons/worksheets/analyze-a-video-intermediate>. After viewing, go over students' responses in a whole class format.

Closure: Engage students in a discussion about how film differs from photography and how it is similar. Discussion prompts:

- *How does it change the way you are able to convey your message?*
- *Is one more powerful than the other? Why or why not?*

Evaluation/Assessment

Your Community

Transition to slide 9. Tell students they will be completing a photography project to portray their community in a style similar to that of Nalikotaar Jacqueline Cleveland's.

Create a collection of 3-5 photographs or make a 1-minute film.

Think about the intentionality of the images you select to create photos or what you choose to include in your short film. Plan what you want others to know about your community by carefully selecting your subjects and environments.

Students can begin planning their projects in class and complete the project as homework.

Materials and Resources

- PowerPoint Presentation
- Pen and Paper
- Internet Connection
- Computer with projector, external speakers, and screen
- Cameras or devices capable of taking photos for students' projects

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

Videos

Interview with the artist: *Jacqueline Cleveland, Quinhagak, AK*
(<https://vimeo.com/89062001>)

Artist Film: *Sundown to Sundown* (<https://vimeo.com/31221053>)

References

National Archives. (2023). *Educator resources: Analyze a video*.
<https://www.archives.gov/education/lessons/worksheets/analyze-a-video-intermediate>

Facing History & Ourselves. (2023). *See, think, wonder*.
<https://www.facinghistory.org/resource-library/see-think-wonder>