

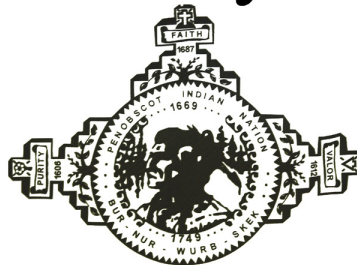


The Economics of Basketmaking

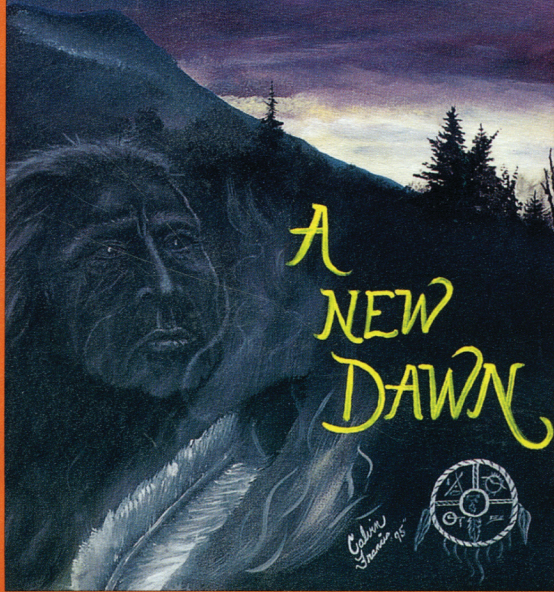
The Story of my Basket



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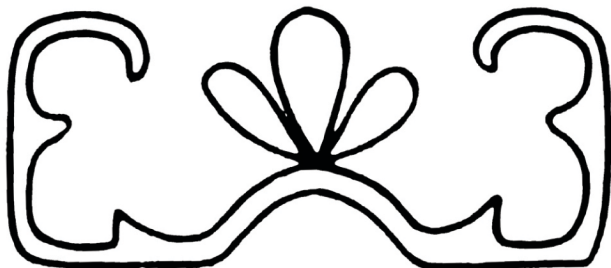


Wabanaki



presented by the
Maine Indian
Tribal-State Commission

It is strongly recommended that the teachers using the Penobscot Nation Curriculum Packet view the films “Wabanaki A New Dawn” and “Invisible.” These films are included within the curriculum packet. High School teachers may also consider the films for their students. The teacher’s guide for Invisible is also included.



Wabanaki A New Dawn

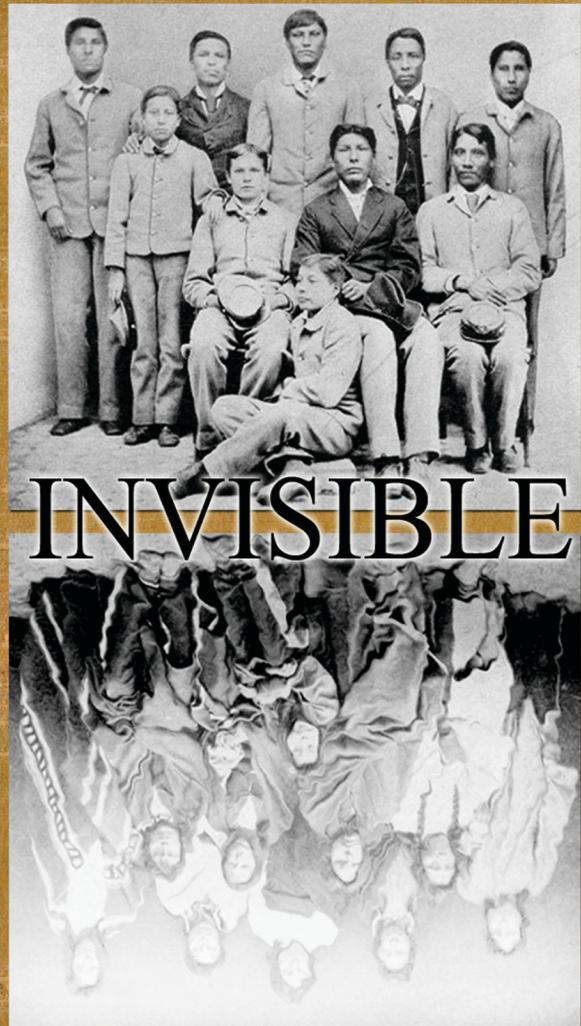
This film by the Maine Indian Tribal-State Commission was produced by Dennis Kostyk and David Westphal of Acadia FilmVideo (1995).

The film “shows the quest for cultural survival by today’s Wabanaki... the Maliseet, Micmac, Passamaquoddy, and Penobscot People.”

Invisible

This film was commissioned by the Episcopal Diocese of Maine and was produced by Gunnar Hansen, David Westphal, and James Eric Francis of Acadia Film-Video (2004).

“This film examines some of the history of the relations between the white and Indian communities in Maine.”



The Story of My Bookmark: The Interdependence of a Tradition Lives On Today

Introduction:

These units were piloted with certain grade level students; they may be adapted to other grade levels by changing the Performance Indicators, Summative Assessments or Rubrics.

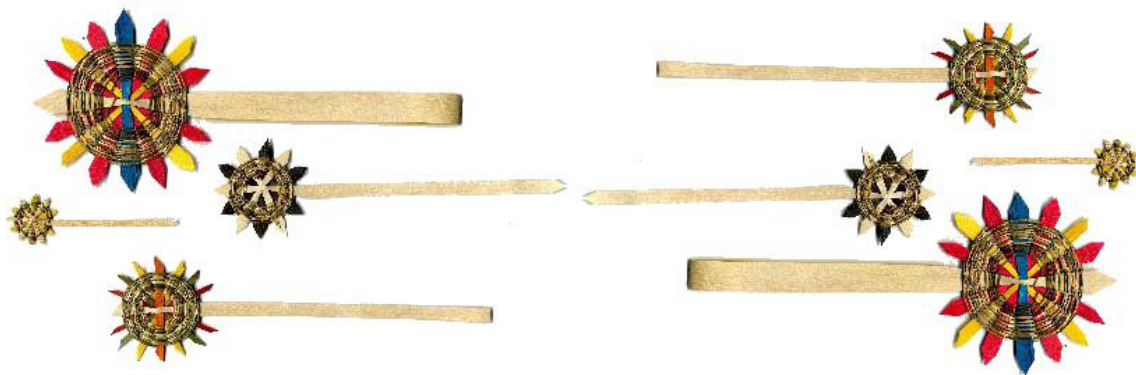
This unit was designed to show that the art of basketmaking is not limited to one person. Often it is assumed that the person selling the basket is the only person that had a hand in creating that basket. However, in the Penobscot community, there are many people who have specific jobs in the basketmaking process.

In this unit, students will participate in making classic Penobscot style bookmarks. The bookmark is used in the Penobscot community to train young weavers in the art of basketmaking. The material used in making bookmarks is the same as in basketmaking. Brown ash and sweet grass are used. For this exercise, we are suggesting the substitution of construction paper for brown ash and yarn for sweet grass. These materials will be easier to obtain.

Each child will complete his/her own bookmark. However, we suggest that you follow the steps in the unit. The unit requires a full team (community) approach to making the book mark. Each team (community) will have people who have a specific duty. The jobs in basketmaking are:

- *ash gatherers and pounders
- *splitters and gaugers
- *sweet grass gatherers
- *sweet grass braiders
- *weavers

Each of the jobs requires the students to prepare the materials needed to make the paper and yarn bookmark. In addition to preparing the paper and yarn, students will be responsible for learning about the activities that correlate with the preparation. For example, students gathering construction paper will be responsible for learning about ash gathering and pounding.



Penobscot Nation's Cultural and Historic Preservation Department, Indian Island School, Old Town School Department, and Administration for Native Americans (ANA) "Story of My Basket" for the "We Teach" Curriculum Development Project 2005.

Unit Focus:

The Story of My Bookmark

Grades 5-8, 9-12

Big Concepts:

Penobscot basketmaking is a craft that has provided an economic source for Penobscot people for generations. There are many jobs involved in making brown ash baskets.

Essential Understandings:

Students will understand that it takes a community to make a basket.

Essential Questions:

What are the jobs involved in making a basket?
How has the Penobscot community used basket making as an economic source and social web?

State Content Standards and Performance Indicators:

Social Studies: Geography: Students will understand and analyze the relationship among people and their physical environment.

3) Students will use a variety of materials and geographic tools to explain how the physical environment supports and constrains human activities.

Social Studies: Economics: Students will understand the economic system of the United States, including its principles, development and institutions.

5) Describe the roles and contributions of the principal contributors to the economy.

Visual and Performing Arts: Cultural Heritage: Students will understand the cultural contributions of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods.

5) Identify how the factors of time and place (such as climate, resources, ideas and technology) are reflected in visual and performing arts.

Timeframe/Curricular Links

(3) 45 minute classes

This can be integrated into third grade studies of local communities and/or fourth grade Maine studies unit. This could also be used as a study of economics at any grade level.

It could also be used as a group initiative /team building activity.

Introductory Activity:

Read 'Creation Story: Where We Came From' aloud and discuss
'Creation Story: Where We Came From'

After Gluskabe created the Earth and animals, he took his bow and shot at the basket trees, the ash. From the heart of the tree, the splinters turned into the Wabanaki, the people of the dawn, the four tribes in Maine being the Maliseet, Micmac, Passamaquoddy and Penobscot.

In Penobscot basketmaking, each basket is handmade.

With the help of tribal members doing specific tasks, a single basket is made.

The roles show the cooperative efforts the tribe still uses to ensure preservation of an ancient art form.

For thousands of years, tribal members worked together to support the whole community.

The economics of a single basket will show how the whole tribe benefits.

Through the migration of our ancestors, we still have the knowledge of where to find our supplies. And we still travel these ancient paths to hunt, fish, pick sweetgrass, and gather brown ash and other natural resources.

(for further reading, we suggest you use 'Penobscot Economics of Basketmaking' by Pam Cunningham included in "The Story of My Basket.")

Activity:

1. Divide the classroom into groups containing 5 members per group.
2. Hand out the envelopes to each of the 5 members. The envelopes are labeled 1-5; 1=brown ash tree finder and pounder, 2= splitter and gauger, 3= sweetgrass finder and picker, 4= sweetgrass braider and 5= basket weaver
3. Each group member reads the envelope and the accompanying resource sheet and directions for that job. These materials are included in the reproducible packet for the basket units. Students should be reminded to do their job well because other community members are waiting for their work so they can do their job.
4. After each student shares what they have learned and follows the directions for their job with the group, students will each become weavers to practice the craft. See reproducible packet for written directions on how to complete the weaving.
5. After bookmarks have been created, students will choose one of the 5 jobs needed to make a basket and create a 'Want Ad' job description including qualities and responsibilities and benefits, monetary and otherwise, of the job.

Resources:

Template for bookmarks (in reproducible packet)

Resource sheet for each job (1 per job per group-included in reproducible packet)

Examples of various basket models and tools (in reproducible packet)

Construction paper-card stock works best, yarn and scissors

'Barbara Francis Master Basketmaker', video, included in kit

The Wabanaki of Maine and the Maritimes, American Friends Service Committee

A KEY into the Language of Woodsplint Baskets, Edited by Ann McMullen and Russell

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island School, Old Town School Department, and Administration for Native Americans (ANA) "Story of My Basket" for the "We Teach" Curriculum Development Project 2005.

G. Handsman

A Wabanaki Guide to Maine, Published by Indian Basketmakers Alliance

Woven Worlds: Basketry from the Clark Field Collection, Edited by Lydia L. Wyckoff

We're Still Here: Art of Indian New England, Joan Lester

The Village Basketweaver, Jonathan London

Legend of a Basketmaker, Mary Lyn Ray

Basketmoon, Mary Lyn Ray and Barbara Cooney

Hudson Museum at the University of Maine

Abbe Museum, Bar Harbor

Maine Indian Basketmakers Alliance, Box 3243, Old Town, Maine 04468

Assessment Types:

Structured Response ('Want Ad')

Performance (Weaving)

Short Scenario for Individual Summative Assessment:

(hand out to each student, included in reproducible packet)

Dear Artisan,

You have just learned about the 5 key jobs involved in basketmaking. Now that you have had help from your community, have a go at this beautiful craft! Using the materials your group members have gathered/prepared and the directions included in your packet and the guidance of artisans around you, create a bookmark. In order to achieve a '4' for the task, you must cut your bookmark ends into fancy, decorative shapes.

When your bookmark is done, please create a 'Want Ad' that you might put in a paper to help you hire a person to do one of the jobs necessary in creating a basket. Your ad needs to include the job title, what qualities you want your employee to have, what skills he/she needs to have to get the job and the benefits he/she will get if he/she does the job such as money and other benefits. Your ad should offer a very clear description of what you are asking him/her to do. Please include a note about how you need your employees to work as part of a team as basketmaking cannot be done alone. In order to achieve a '4' for the task, you must create a resume (a list of your qualifications...why someone should hire you) that you would use to try to get a job in basketmaking that is different from the one for which you wrote your 'Want Ad'.

Both your bookmark and your written work will be on display in our Basketmaker's Museum, so be sure to do your best work!

Sincerely,

Do Cent

Curator of

The Basketmaker's Museum

Penobscot Nation's Cultural and Historic Preservation Department, Indian Island School, Old Town School Department, and Administration for Native Americans (ANA) "Story of My Basket" for the "We Teach" Curriculum Development Project 2005.

Criteria:

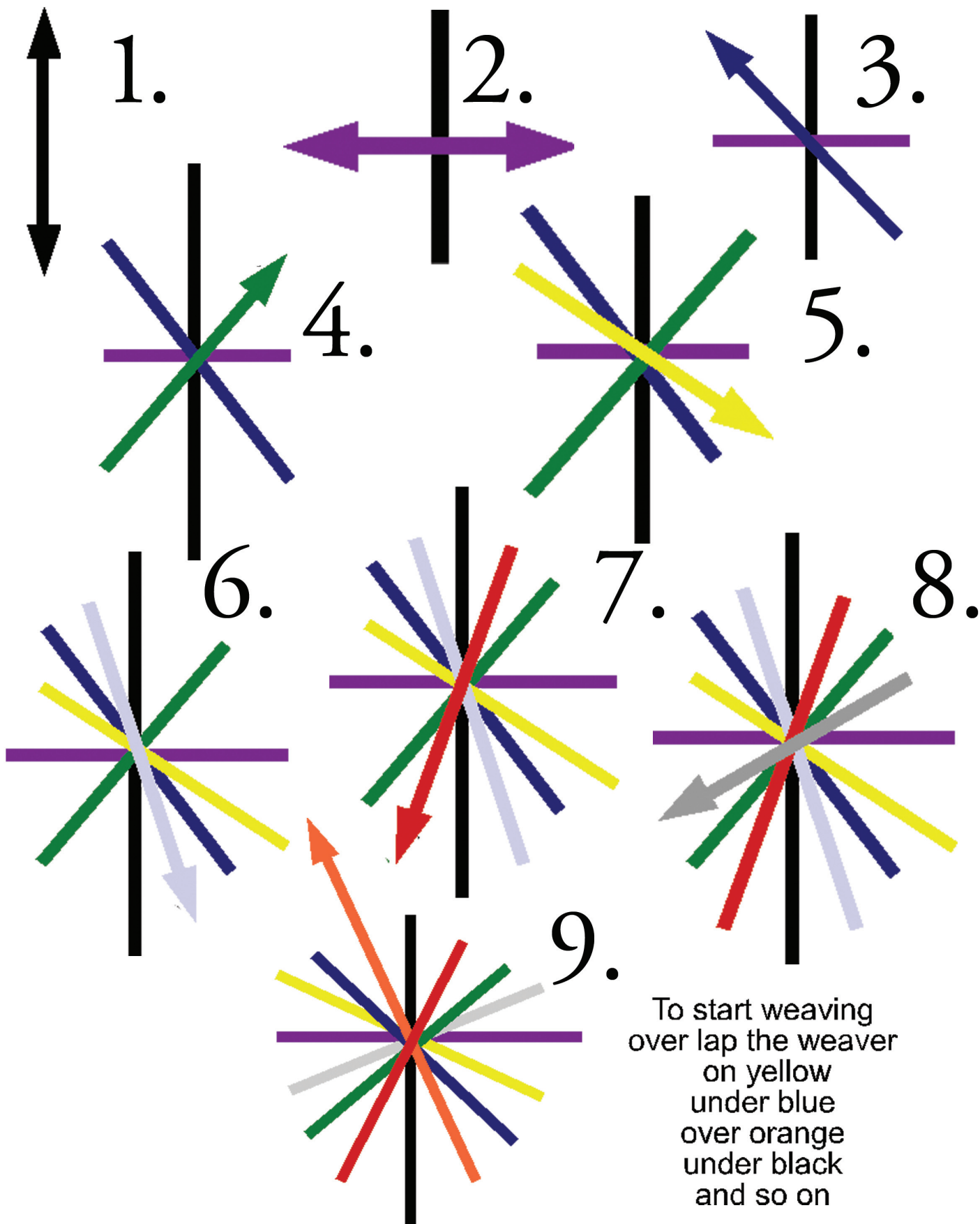
- evidence of teaching and learning from team members while gathering/preparing materials for weaving
- bookmark is correctly woven for 10 rows
- ‘Want Ad’ includes accurate job title, qualities and skills sought, benefits for the employee and notes interdependence as a requirement of the job involved in basketmaking

Rubric -Weaving:

WEAVING	1-Does Not Meet Standard	2-Partially Meets Standard	3-Meets Standard	4-Exceeds Standard
Visual and Performing Arts B2	Unable to pattern weave	Either lays out standards or weaves the under over pattern, but cannot do both skills.	Learner can lay out standards and weave the pattern for 10 rows.	Learner can lay out standards and weave the pattern for 10 rows and can cut the ends of the standards into fancy, decorative shapes.

Rubric-Want Ad:

WANT AD	1-Does Not Meet Standard	2-Partially Meets Standard	3-Meets Standard	4-Exceeds Standard
Economics B1	Want Ad includes 1 or less qualities and 1 or less skills needed for the job and/or shows no understanding that interdependence is a requirement of the job and/or lacks benefits for the employee.	Want Ad includes 2 qualities and 2 skills needed for the job and/or shows incomplete understanding that interdependence is a requirement of the job and/or lacks benefits for the employee.	Want Ad includes job title, 3 qualities and 3 skills needed for the job, notes benefits for the employee and shows evidence of understanding that interdependence is a requirement of the job	Want Ad includes job title, 3 qualities and 3 skills needed for the job, notes benefits for the employee and shows evidence of understanding that interdependence is a requirement of the job and completes a resume for another job necessary in the basketmaking process.



To start weaving
 over lap the weaver
 on yellow
 under blue
 over orange
 under black
 and so on

Weaving Directions

Be sure you have standards, card stock cut $\frac{1}{4}$ " wide by 2" long. These should be folded in half and cut to a taper which should have been done by your group's splitter.

You also need a weaver (yarn).

Set up (stack) your standards (card stock) according to the diagram.

Start weaving by placing yarn under longest strand (strand #1). Hold standards down with middle finger and weave under and over standards until you return to the starting point. Keep your yarn pulled tight and pull in and around as you weave.

Now, pay attention. It is time to alternate weave. Skip the first strand and begin weaving alternately on this round. Where you were over, now go under. Where you were under, now go over. Continue until you reach the beginning of your row.

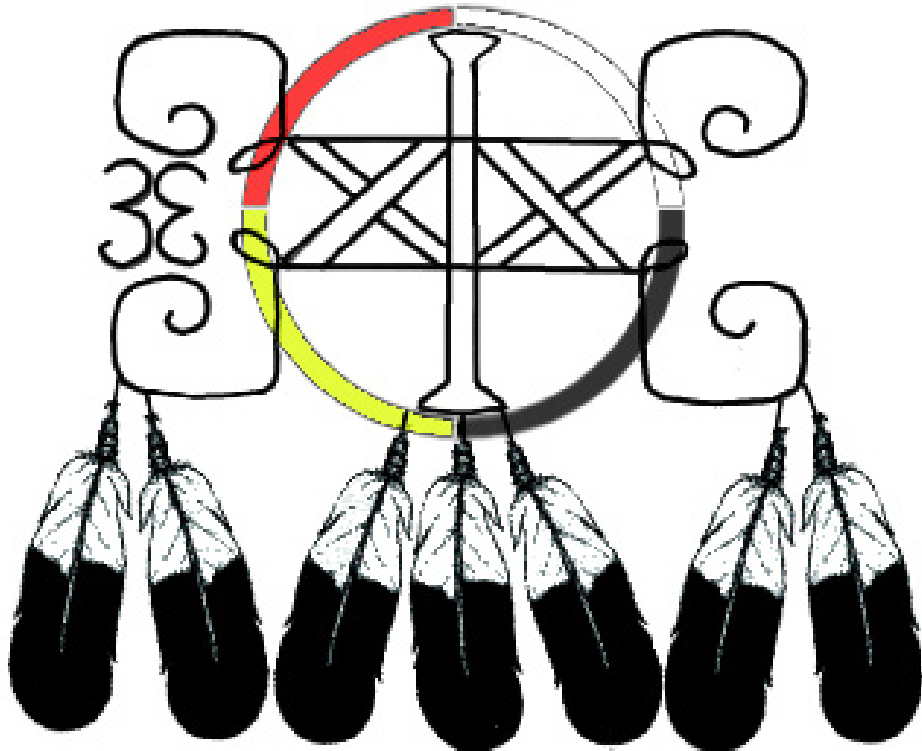
Continue this way remembering to skip the next standard each row. Also remember to alternate weave each row. Continue to weave for 10 rows or until you are $\frac{1}{2}$ " from the end of the standards.

To end, cut extra yarn down to $\frac{1}{2}$ " to 1" and tie a knot on to the last row of weaving.

Basket Match Game

This game is designed to be played like the classic game “Memory.” Included are images of Penobscot Baskets and descriptions. The game can be played by matching the images or, for a greater challenge, matching the description of the image to the image.





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