

# 6 Art Gallery

*How can art be representative of Native Americans' heritage?*

## 1 “Buffalo hunt under the white wolf skin”



By George Catlin,  
American artist,  
oil on canvas, 1844

## 2 “Before Here Was Here”



By Bunky Echo-Hawk, Native American artist (Pawnee Nation),  
acrylic on canvas, 2014

### 3 “Cloak of Heritage”

**A. Groupwork.**

Each group works on a painting:

- Describe it (place, colours, people represented, message...).
- Explain the title.
- Find another one and justify your choice.
- Present your analysis to the class.

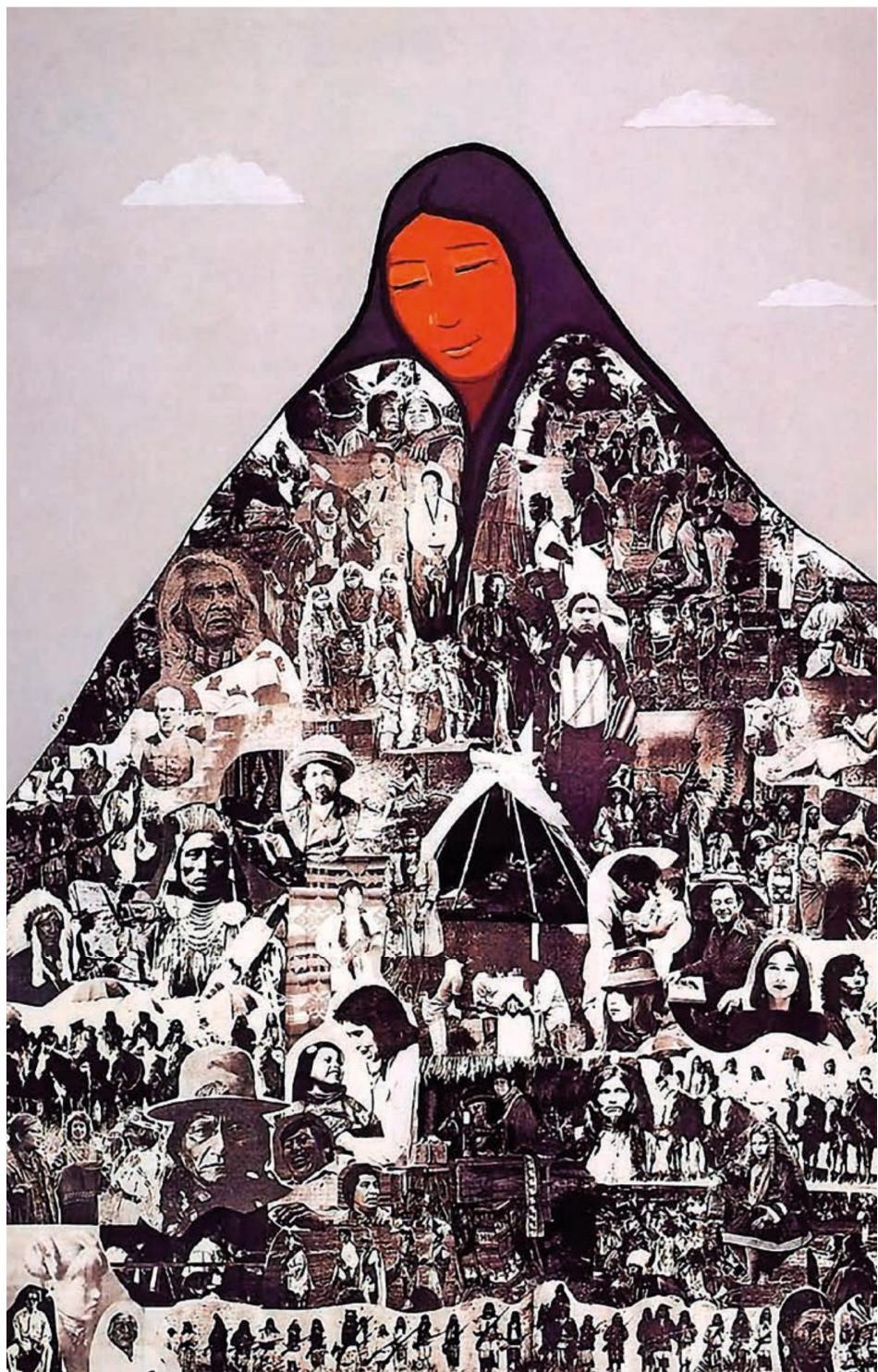
**B. Compare** your painting to the other ones. Share your ideas with the class.

**C. Go further.** Give your own vision of Native American culture through a new painting, a collage or a drawing. Give your artwork a title and explain its meaning to the class. Your teacher will organise a class exhibition!

**Help!**

**Words**

- at the top / at the bottom
- on the left / on the right
- in the middle
- in the foreground / in the background
- in the top left-hand corner / in the bottom right-hand corner
- light ≠ dark
- colourful
- depict = show
- traditional ≠ contemporary
- a view / a scene
- a portrait
- a mall = a huge shopping centre
- a cloak = a cape
- a herd = a group of animals



By Kevin Warren Smith, Native American artist (Cherokee Nation), collage, 1991

# CHOOSE YOUR PROJECT!

## YOUR PROJECT #1

For an upcoming exhibition about Native American art, you have been asked to record some information about a piece of art for an audio guide.

**STEP 1** Choose a piece of art from your textbook, or find other artwork online.

**STEP 2** Gather information about the document (painting, sculpture, collage, photomontage...) and the artist (origins, education, personality...).

**STEP 3** Describe the artwork (characters, places, colours, light...). Analyse the message and the impression conveyed. Explain the title and the artist's goal.

**STEP 4** Recap your notes, then record your audio guide.

### TIPS

- Speak with enthusiasm and energy!
- Check the pronunciation.
- Make sure the description is as accurate as possible, so we can visualise the artwork.
- Pause between sentences for clarity.
- Your presentation must last about 2 minutes.



Open a Padlet or a blog to create a virtual museum class with all your classmates' artworks and recordings.

OR

## YOUR PROJECT #2

**Pairwork.** You participate in a storytelling evening. Invent a Native American legend and tell it around the campfire.

Your partner and you must speak for 1'30" each (3' in total).

### TIPS

- Imagine the legend's moral according to the animal's characteristics.
- The story must be simple and symbolic.
- Speak slowly, make pauses to create suspense and catch attention.
- Record and listen to yourself before speaking in front of the class in order to improve your pronunciation.
- Use props and gestures to make your story lively.
- Change your intonation to captivate the audience.

**STEP 1** Prepare your legend. Choose an animal taken from Native American culture and make a list of its qualities and flaws (see [Worksheet n°63](#) for help).

**STEP 2** Imagine the characters, the main plot and where the story takes place.

**STEP 3** Build the synopsis: is your animal the main character? What will change in its life? What happens at the end of the story? What is the moral?

**STEP 4** Tell your story to the class! Decide with your partner which part of the story you will tell.



- Audio words
- MP3
- Interactive Test

# SPICE UP YOUR VOCABULARY

UNIT 24

Use the vocabulary below to create your own mindmap and add more words if necessary!

## Adjectives

- bright /braɪt/
- cunning /'kʌnɪŋ/
- deadly /'dedli/
- desperate /'desprəet/
- legendary /'ledʒəndəri/
- straight /streɪt/
- symbolic /'sɪmbolɪk/
- wondrous /'wʌndrəs/
- worried /'wɔ:rid/
- worthy /'wɜ:ði/

## Verbs

- conquer /'kɔ:nkə/
- convey /kən'vee/
- cry /kraɪ/
- invade /ɪn'veid/
- lean on /li:n ɒn/
- seek /si:k/
- shiver /'ʃɪvə/
- weep /wi:p/
- wipe away /waɪp ə'weɪ/
- wrap /ræp/

## Adverbs

- merely /'mɪəli/
- simply /'sɪmpli/

## Nouns

- animal /'æniməl/
- buffalo /'bʌfələʊ/
- coyote /kɔɪ'əʊti/
- grasshopper /'gra:s,hopə/
- hoof /hu:f/
- horn /hɔ:n/
- horse /hɔ:s/
- skull /skʌl/
- tortoise /'tɔ:təs/
- turtle /'tɜ:təl/
- tribe /traɪb/
- ancestor /ænsesta/
- forefathers /'fɔ:fa:ðəz/
- journey /dʒɜ:nɪ/
- reservation /,rezə'veɪʃən/
- root /ru:t/
- trail /treɪl/
- tradition /trə'dɪʃən/
- bow /bəʊ/
- braid /breɪd/
- deed /di:d/
- legend /'ledʒənd/
- moral /'mɔ:rəl/
- pit /pit/
- quest /kwest/
- storyteller /'stɔ:ri,telə/
- symbolism /'sɪmbəlɪzəm/

## UP TO YOU!

**★ 1.** Fill in these sentences with the following words: tribes • storytellers • ceremony • symbols

• Vision Quest

A. Native Americans believe in ... .

B. Lame Deer had to go on a ..., this is how he became a man.

C. The ... lasted three days.

D. ... taught the value of life to the children around the campfire.

E. Native Americans belong to a lot of different ... .

**★★★ 2.** Choose the right word or expression derived from the word "earth":

down to earth • earth (soil) • nothing on earth • what on earth • move heaven and earth.

A. Indian women could have ... to find their loved ones after a battle.

B. They believed in their land and the ... which was their territory.

C. ... could make a Native American forget his ancestors!

D. Some people are too ... to understand how important symbols are.

E. The storyteller was telling an extraordinary tale but suddenly stopped. ... could have happened?



## OPEN YOUR EARS!



### TRAVEL WITH ACCENTS! 🎧

Écoutez cet extrait de bande-annonce (au ton épique) et comparez les prononciations.



American history is never complete without the tales of the many Native Americans who first conquered this land. Legends of America brings you the history of their trials and tribulations, their warriors, chiefs, heroes and medicine men.

Dans l'enregistrement en anglais américain :

- Notez la prononciation du « t » dans Native, qui est presque prononcé comme un /d/.

- Notez la prononciation du « a » dans land.



### SHOW TIME 🎭

Say it like the storyteller!

"A long time ago / there was just earth / with a lot of water / there were no people. / There were creatures inside / but no / men."

Marquez une pause à chaque /, et une pause plus longue à //. Insistez plus longtemps sur les éléments soulignés.

# RULE THE GRAMMAR!

## LE PRÉSENT SIMPLE

- Le présent simple s'emploie pour parler de ce que nous faisons de façon habituelle (actions quotidiennes, caractéristiques) et des vérités générales.

*Native Americans live in a world of symbols.  
I read messages in the stones.*

- On utilise la base verbale à toutes les personnes, sauf à la troisième du singulier où l'on ajoute un -s.

*She reads.*

- Aux formes négatives et interrogatives, c'est à l'auxiliaire *do* que l'on ajoute le « s ».

*She doesn't read. Does she read?*

+ P.284

## LE PRÉTÉRIT SIMPLE

- On utilise le présent simple pour parler d'un **moment révolu**, pour une action ponctuelle ou une action qui s'est prolongée dans le passé.

Affirmation		Négation	Interrogation et réponses courtes
Verbe régulier : BV + -ed	Verbe irrégulier	On utilise l'auxiliaire <i>do</i> au présent ( <i>did</i> )	
<i>She laughed.</i>	<i>He saw a buffalo.</i>	<ul style="list-style-type: none"> <li><i>She didn't laugh.</i></li> <li><i>He didn't see a buffalo.</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Did she laugh?</b> - Yes, she did. - No, she didn't.</li> <li><b>Did he see a buffalo?</b> - Yes, he did. - No, he didn't.</li> </ul>

### L'emploi de *ago*

On utilise *ago* pour parler du temps qui s'est écoulé depuis une action passée. On utilise la forme :

Action + **TEMPS écoulé depuis l'action** + *ago*

*Lame Deer did his Vision Quest more than 80 years ago.*

### L'emploi de *used to*

*Native Americans used to be the only people living in North America.*

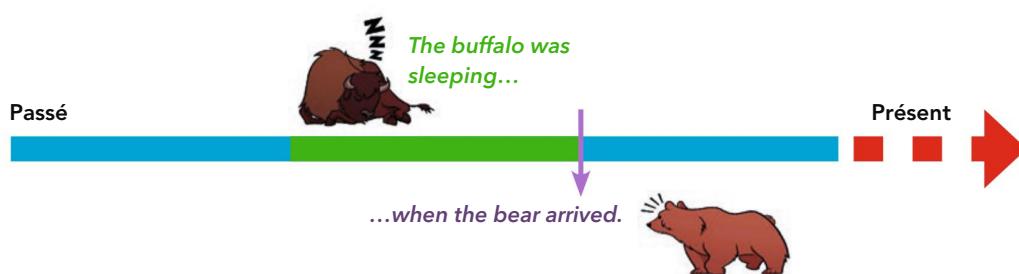
Les Amérindiens étaient les seuls habitants de l'Amérique du Nord (mais ce n'est plus le cas).

- Remarque : en anglais on dit *simple past* ou *preterite* pour parler de ce temps.

+ P.287

## LE PRÉTÉRIT EN BE + -ING

- Le présent simple en *Be + -ing* s'emploie pour parler d'une **action en cours dans le passé**.



**★ 1. A.** Read this text about Emanuel Vigil, an American Indian teen today. Put the verbs in the preterite.

Like a lot of recent American high school graduates, Emanuel ... (**spend**) way too much time on Twitter, he ... (**be**) a huge Lady Gaga fan, and he really ... (**want**) to go to college in the fall. But instead of spending his first few days of summer break going to the beach, he ... (**have**) to take part in a Bear Dance, a four-day-long healing ceremony where his family and friends ... (**sing**) in their traditional Athabaskan language and ... (**dance**) in a wild part of New Mexico.

**B. Pairwork.** Now ask 4 questions about Emanuel and quiz your partner!

**★ 2. Correct these misconceptions about American Indians: use the negative form!**

- A. Today, Native Americans live in tepees.
- B. Native American teenagers wear headdresses every day.
- C. Sioux people perform a ritual every weekend.

**★ ★ 3. Fill in the sentences with the following verbs in the present simple.**

have • live • struggle (fight) • work • think

Liz ... on a reservation and would like to leave someday to go to university. She ... to achieve her dream, she ... very hard at school to succeed!

Liz ... she could be the first Native American president, she ... faith in the future!

**★ ★ 4. Pairwork. How well do you know irregular verbs? Put your classmates to the test!**

**Give the preterite form of these verbs as fast as you can.**

- Pupil A: come • spend • bring • have • see • sleep  
• go • swim • think
- Pupil B: tell • run • know • shake • find • fall • take  
• eat • write • read

**★ ★ 5. Preterite simple or preterite be + -ing?**  
**Fill in the sentences.**

- A. The buffaloes ... (**eat**) when the hunters ... (**hit**) them.
- B. The night ... (**fall**) when the villagers ... (**start**) the ceremony.
- C. During his Vision Quest, Lame Deer ... (**dream**) when he ... (**hear**) a wolf cry.

**★★ 6. Pairwork.** Make a list of 5 questions to test your classmates about what they have learnt from Native Americans' history, traditions and culture. Use the present simple and the preterite.

*What does a medicine man do? → He heals people.  
Where did the Sioux live? → They lived in the Great Plains of North America.*

**★★★ 7. Put the verbs in the preterite to complete the legend of Beaver and Muskrat (rat musqué).**

In the beginning, Beaver ... (**be**) jealous of the fine flat tail that Muskrat ... (**have**). Beaver ... (**have**) only a very skinny tail, and he ... (**no think**) it ... (**be**) very attractive. When Muskrat ... (**dive**) in the water, he ... (**can slap**) his tail and make a big noise and ... (**scare**) people and the other animals. So Beaver ... (**beg**) and ... (**coax**) Muskrat over and over, and ... (**call**) him his dear little brother, and ... (**ask**) him to trade tails for a while so Beaver ... (**can see**) what it ... (**be**) like to have a broad, flat tail. At last Muskrat ... (**agree**), but Beaver ... (**cheat**) him and never ... (**give**) Muskrat back his broad, flat tail. Now Muskrat has the skinny tail and is jealous of Beaver.

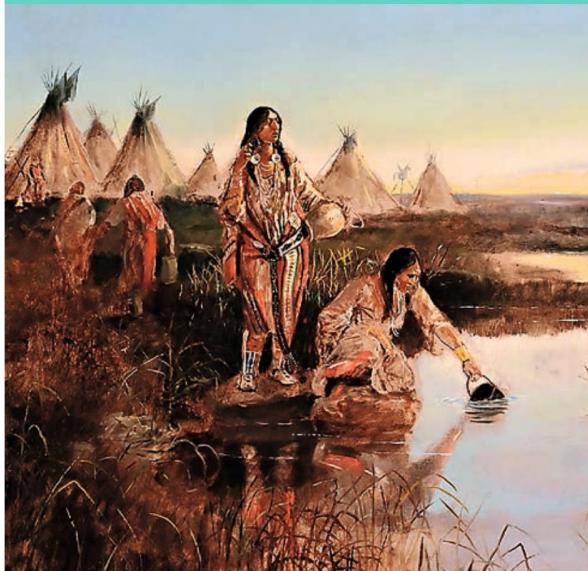
**8. Interactive test! What is your score?**



**Picture challenge**

- ★ 3 sentences
- ★★ 4 to 6 sentences
- ★★★ 7 sentences and +

How many sentences can you make using what you have learnt? Collect stars!



*Water for camp, by American Artist Charles M. Russell, c. 1893*