

Worksheet 1: Plateau Indian Beaded Bags

Name: _____

Date: _____

1. What kind of art have you seen made from beads?

Answers may vary. Examples include necklaces, bracelets, earrings, rings, bags, baskets, pillows, keychains, etc.

2. Have you ever used beads to create art? If so, what type of beads did you use and what did you create?

Answers may vary.

3. What objects do you think could be decorated with beads?

Answers may vary.

4. Which Montana tribes and reservations are located on the Columbia River Plateau?

Of the Columbia River Plateau tribes, the Salish, Kootenai, and Pend d'Oreille now live on the Flathead Reservation in Montana while the Wasco, Wishram, Yakama, Umatilla, Walla Walla, Cayuse, Nez Perce, Colville, and Spokane now live in Oregon, Washington, and Idaho.

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5. Listed below are characteristics of pony, seed, and metal beads, including the size, available colors, and time period they became widely available on the Columbia River Plateau. On each line, write one bead type that is described by each characteristic.

Diameter less than 1 cm Seed Beads

Diameter of 1 cm Pony Beads

Mostly black, white, red, and blue Pony Beads

Wide variety of colors Seed Beads

20th century Metal Beads

Mid-19th century Seed Beads

Early 19th century Pony Beads

6. How could you tell the difference between a beaded bag made in 1880 and a beaded bag made in 1915?

A beaded bag from 1880 would likely be rectangular, made with seed beads and either woolen cloth or tanned animal hides, have beads on just one side of the bag, and might have a stylized floral design. A beaded bag from 1915 could be made in various shapes; contain extremely elaborate beadwork made from metal, faceted, or translucent beads; and depict either everyday American Indian life or designs that were marketable to non-Natives.

7. What were the differences between the beaded bags made to sell to non-Natives and those made for members of the tribe?

Beaded bags made to sell to non-Natives often depicted realistic views of landscapes, the American flag, or names/phrases/dates. Beaded bags made for members of the tribe often depicted scenes from everyday American Indian life including tipis, mounted warriors, and/or important plants and animals.

8. Have you ever animated a story before? If so, what was the story?

Answers may vary.

Worksheet 2: Plateau Indian Beaded Bags

Name: _____

Date: _____

1. How has your impression of beaded bag artwork changed from when you first saw it at the beginning of the lesson? What have you learned about the use of beads to make art?

Answers may vary.

2. Essential Understanding 6 (EU6) says that history is a story, which is usually related through the storyteller. What have you learned about how storytelling relates to history?

Answers may vary. Examples include stating that the history that is reported is somewhat dependent on the subjective experience of the storyteller, histories from either a Euro-American perspective or an Indigenous perspective might not necessarily align, learning about the histories of different cultures produces a more objective view of history, etc.

3. Where and when does the story that you will animate take place?

Answers may vary.

4. Who are the people in the story that you will animate?

Answers may vary.

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5. What are the people doing in the story that you will animate?

Answers may vary.

6. Plan the sequence of steps that will take place in your group's animation.

Step 1: _____

Step 2: _____

Step 3: _____

Step 4: _____

Step 5: _____

Step 6: _____

List any additional steps below:

Answers may vary.

Worksheet 3: Plateau Indian Beaded Bags

Name: _____

Date: _____

1. Which parts of your story were easy to animate? Which parts were hard to animate?

Easy:

Answers may vary.

Hard:

Answers may vary.

2. Where else in your day-to-day life do you use a sequence of instructions, like a computer might, to perform a task? Describe the situation.

Answers may vary. Examples include morning routines, baking a cake, using directions to drive to a specific location, etc.

3. What coding methods (e.g., *do together*, *turn*, *roll*, *resize*) did you see in the animations created by other groups?

Methods:

Answers may vary.

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