



Grade Level: 7
Subject: Social Studies

Basketry

ESSENTIAL UNDERSTANDINGS

- History
- Lifeways
- Language

LEARNING OUTCOMES

- Students will be able to explain the importance of basketry to the Grand Ronde people.
- Students will be able to summarize the basketry read aloud.
- Students will be able to create their own work of art replicating how the Grand Ronde people weaved baskets.

CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Higher level thinking: creating
- Movement inside and/or outside of the classroom
- Preserving and honoring cultural history

ASSESSMENT

Students will be assessed on their participation in classroom discussions and their completion of their cup weaving activity.

Overview

For the Native Peoples of the Pacific Northwest, basketry was a form of art and practical use. Basket styles, designs, and composition can tell us a great deal about the basket weaver and the tribe they come from. In this lesson, students will learn about the history of basketry and practice weaving a basket themselves.

MATERIALS

- [Basketry Read Aloud](#)
- [Basketry Pictures](#)
- [Teacher Instructions: How to Make A Basket Cup](#)
- [Basket Instruction Pictures](#)
- Paper cups
- Yarn
- Scissors

LOGISTICS

- Where does this activity take place?
Classroom
- How are the students organized?

Whole Class Teams: 3-5

Pairs **Individually**

TIME REQUIRED

50 minutes

STANDARDS

Oregon Common Core State Standards: ELA-Literacy

7.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

7.W.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Oregon Social Sciences Academic Content Standards

Social Science Analysis 7.27 Critique and analyze information for point of view, historical context, distortion, propaganda, and relevance including sources with conflicting information.

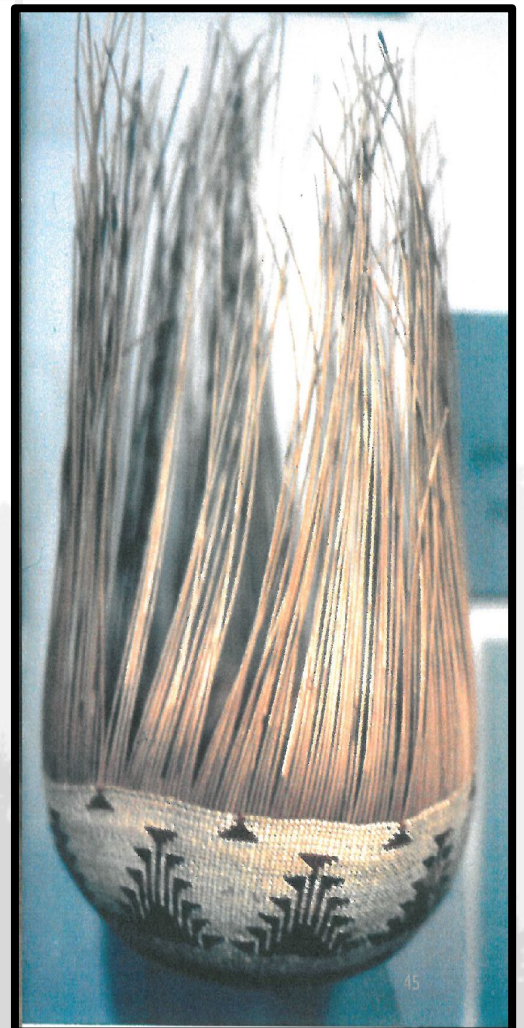
Social Science Analysis 7.28 Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

Social Science Analysis 7.29 Assess individual and collective capacities to take informed action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

Social Science Analysis 7.30 Construct arguments using claims and evidence from multiple sources and diverse media while acknowledging the strengths and limitations of the arguments

VOCABULARY

- **Beargrass-** a type of plant with long, coarse, grass-like leaves and tall white flowers used by Grand Ronde people for making baskets. Bear grass grows in the Cascades and in the Coast Range. The leaves are pulled from near the center of the plant and dried, then rehydrated a year later for weaving.
- **Burden baskets-** made with a strap or tumpline that is worn across the forehead - the basket is situated on a person's back and allows native people to keep their hands free while they gathered - if they were cared for, these baskets could last for generations.
- **Hazel sticks-** come from the native hazel shrub or small tree with broad leaves – bears prominent catkins in spring and round hard-shelled edible nuts in the fall – used by Grand Ronde people for making baskets, not to be confused with the hazel/filbert trees that are not native to this region. The hazels are burned or trimmed down, and then a year later the new growth will be very straight. These are the perfect size and quality for the weavers. The hazel sticks are smoked or heated up over a fire to separate the bark from the stick, they are then peeled of their bark and dried, a year later they are rehydrated for weaving.
- **Rushes-** also called Juncus, grass-like plants – plant material that Grand Ronde people would use for making baskets – they are usually in wet fields and prairies in the valley and into the foothills – the Juncus is dried and sits for a year in dry storage and is then rehydrated to make it supple and strong.



Opening

Begin the lesson by showing students a photo of a Grand Ronde basket. Ask students if they know what the photo is of and what culture they believe it to be from. Ask students if they know what time period it came from and what they think it is made out of.

Activity

1. Prior to the reading, review vocabulary terms with students.
2. Pass out the Basketry read aloud document. Read through the document as a whole group or individually.
3. Ask students
 - a. What roles do baskets play to Native people?
 - b. How does the world around Native peoples influence basket making?
 - c. Once tribes were moved to the Grand Ronde Reservation what other purpose did basket making serve?
4. Show students pictures of Grand Ronde baskets.
5. Present the students with a finished woven basket cup and let them know they will now get the opportunity to make their own.
6. Demonstrate the steps to make the woven basket cup for students.
7. Pass out supplies to students.
8. Allow enough time for students to work on their woven basket cups.

Closure

Once students have completed their basket cups, display the cups within the classroom or school.

Differentiation

- Teachers can opt to have students answer comprehension questions on paper.
- Teachers can use pipe cleaners instead of yarn

Extension

- To extend the activity, have students use a computer to research baskets from other tribes in the United States to see how they differ from the baskets made by the Grand Ronde people.
- If time allows, students can watch the three part video series from the Center for Columbia River History:
 - Part I: Traditional technologies and ways of knowing: <https://youtu.be/aqqKJHeBXCg>
 - Part II: Working with Wood: <https://youtu.be/WmiNNsiWsMI>
 - Part III: From the Ground Up - Basket Weavers and Basket Makers: <https://youtu.be/O6i0G2CBL3M>
- If time allows, have students watch this video from the CTGR Cultural Education Page: <https://www.grandronde.org/services/cultural-resources/cultural-education/culture-class-vidEOS/basket-making-with-connie-graves/>

Notes/Other

Jan Michael Looking Wolf's or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

Appendix

- Basketry Read Aloud: https://drive.google.com/file/d/16zq50VuvQaJeKjnvR_LhoqEdN4ah4OcZ/view?usp=share_link
- Basketry Pictures: https://drive.google.com/drive/folders/1qvsSyyDpHVGqDkg9ovcttlfH4JR-X5nl?usp=share_link
- Teacher Instructions: How to Make A Basket Cup: https://drive.google.com/file/d/1d_mVsYPNDV7t-3LLFqRA12-QTPpyau9F/view?usp=share_link