

Sacred Images - Split Twig Figurine

Summary

The student will produce a split twig figurine from a willow branch and learn that natural resources are vital to producing art work.

Time Frame

1 class periods of 45 minutes each

Group Size

Small Groups

Life Skills

Thinking & Reasoning

Materials

Branches of willow or similar material, 1/4" in diameter and approximately 12" long. Soak the branches in water. Knife, used to split the willow.

Background for Teachers

The teacher will read the book titled A Sketch of Grand Canyon Prehistory; and teach the students that split twig figures were made by the Hisatsinom - Basketmakers for special offerings of abundance for animal life. The teacher will make a connection to the Basketmakers in Utah and Arizona; the term basketmakers are ancestors of the Pueblo tribes, such as the Hopi.

Student Prior Knowledge

The student will learn to utilize a diagram that shows the steps how to make a split twig figurine. See page 4; A Sketch of Grand Canyon Prehistory. The student will comprehend the terms such as Basketmakers, Hisatsinom and the Anasazi are one in the same. The student will learn to utilize natural resources in his/her own area.

Intended Learning Outcomes

The student will learn to read a diagram to produce a split twig figurine utilizing a willow branch. The willow branch being a natural resource in his/her own environment or any other similar material will help the student experiment with what natural resources are available. The student will produce a split twig figurine to represent an animal that may be abundant in the area.

Instructional Procedures

The students and teacher will collect branches of willow to soak in a shallow tub overnight. The branch should be flexible enough to bend/shape easily.

The teacher will be responsible for cutting the branches down the middle with a sharp knife; while the students utilize the diagram to begin bending and shaping the split twig figurine. These steps may be repeated as necessary.

The student will follow each step of the diagram; there are eight diagrams in all.

The student may add on material needed to bend and shape the split twig figurine to represent the animal.

The student will choose a stable base to display the split-twig figure, such as, stone, wood or

clay. The student will provide a short description of the figurine or draw a diagram of the steps required to make his/her figurine.

Extensions

Students with artistic talent and interests may produce and experiment with different natural materials - cottonwood branches, elm branches or other types of branches. Also, to bend and shape a branch; they can experiment with different lengths and diameters of branches. The students may visualize and produce many types of figurines to represent animals. The student can draw a diagram of how they bend and shaped their own work of art. Also, they can interpret the meaning of each split-twig figurine by writing a short description for display.

Social Studies, Math - Measurement and Geometry.

Assessment Plan

The students will display their works of art during school family night to show the 3-D split twig figure of the animal. A short description in writing will be displayed and/or a diagram of how they bend/shaped the branch may accompany the display.

Bibliography

Jones, Anne Trinkler & Euler, Robert C., A Sketch of Grand Canyon Prehistory 1990

Hughs, J. Donald In The House of Stone and Light; A Human History of the Grand Canyon 1978

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