

# Native Report Season 16 Episode 4

“Making of a Mural -- we follow two Native artists on their journey”

## Watch the Video:

[Native Report - Tagging Along: Native Artists, Crafters](#)

Grade level: 10-12

Time needed: 20-30 minutes of one class period (more for inclusion of enrichment activities)

## Materials Needed:

WDSE's Native Report Season 16 Episode 4 video      *“Making of a Mural” begins at 12:03*  
Student copy of the viewing guide

## Minnesota ELA Standards:

**10.2.1.2** Write with command of grammar and mechanics to influence voice and style.

**10.3.1.1** Exchange ideas in discussion and collaboration, as listener, speaker, and participant, A) including the voices and perspectives of Dakota and Anishinaabe people as well other perspectives, identities, and cultures like and unlike their own, and B) Expressing one's own ideas, stories, and experiences.

**10.3.3.1** Thoughtfully and safely access, analyze, and create written, oral, and digital content, applicable to task, purpose, audience, and discipline.

## Minnesota Art Standards:

**5.2.4.7.1** Identify processes an artist used to create a piece of art.

**5.7.4.7.1** Explain how the method of display, the location, and the experience of an artwork influence how it is perceived and valued.

**5.7.4.8.1** Analyze ways cultures influence representation of ideas, emotions, and actions.

**5.9.4.8.1** Evaluate the impact of an artwork to influence ideas, feelings, and behaviors of specific audiences.

## Objectives:

- Analyze the importance of community in relation to body, mind, and spirit
- Interpret symbolism in artwork
- Understand the importance of culture in art

## Essential Question:

How does art work to bring the community together?

## Activities:

Watch the video.

Complete the guide.

Share and discuss responses with the class.

**Distance learners** can access an edpuzzle of this episode. Log-in/create account at edpuzzle.com. Search for “Native Report -Tagging Along, Native Artists, Crafters”

## Enrichment Activities:

- Does your hometown have a mural? If so, research the artist, reason for the design, symbolism, images included. Present to the class.
- Design a mural for your family and/or community. What do you include? Describe the symbolism, color choice, arrangement. Compare your design to elements in Villiard's and Defoe's mural.
- Use digital platforms such as Flipgrid, YouTube, Loom, Storyboardthat, Google Slides.

Name: \_\_\_\_\_  
\_\_\_\_\_ / 15 points

## **Native Report Season 16 Episode 4**

Click the link to access the episode on WDSE's Youtube channel:

**[Native Report - Tagging Along: Native Artists, Crafters](#)**

Click the link to access the episode on WDSE's Native Report Facebook page:

**<https://www.facebook.com/watch/?v=318840972876670>**

*Directions:* Watch the video and respond to the following questions in complete sentences.

### Making of a Mural (12:03)

1. Michelle Defoe hopes people look at the mural, become curious and do what?
2. Moira Villiard feels what is incredibly important to the creation of the mural?
3. What does Defoe feel is important about the mural?
4. In what way were the artists able to involve the community during the pandemic?
5. Which part of the Ojibwe does the mural focus on?

### Culture Connection

*Respond to the following in 3-5 complete sentences.*

6. What is it about "community" that is so vital to people? How does "community" relate to your own life? (5 points)
  
7. Sketch out a mural, or describe in detail, that represents your family or community, or culture. What would you include? What colors, shapes, arrangement do you take into consideration? (5 points)