# Worksheets for Plateau Indian Beaded Bags

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Four worksheets accompany this lesson plan:

1. Worksheet 1 Using Beads for Art accompanies the anchor text reading (brochure summary) to be completed before Class Period One.

2. Worksheet 2 How Storytelling can Communicate History is for brainstorming and planning a story to animate before Class Period Three.

3. Worksheet 3 Beaded Bag Coding Worksheet accompanies the animation portion of Class Period Two, for documenting and developing the student's stories.

4. Worksheet 4 Animation Worksheet is for assessing student understanding of the content and material of this lesson plan.

# 1 Assessment (Formative and Summative)

The following are suggested formative and summative assessments for monitoring student understanding. These can be assigned as homework or test questions, or can be used as discussion questions for small groups. We provide worksheets on our website that can be printed out and handed to students, and provide a general list of assessment techniques here:

## 1.1 Pre-Assessment (Worksheet 1)

In this worksheet, students' understanding of the anchor text, read before class period one, will be assessed. Students will respond to questions about their personal knowledge of beaded art, American Indian tribes from the Columbia River Plateau, the history of beaded bags, and their personal experiences with computer animation.

- To emphasize Anchor Standard #8, have students discuss their personal experiences with and interpretations of beaded art.

- To emphasize Anchor Standard #11, have students discuss the societal, cultural, and historical significance of beaded art.

- To emphasize Anchor Standard #2, have students discuss how the images of the beaded bags impacted their understanding of the anchor text.

## 1.2 Class Period One Assessment (Worksheet 2)

In this worksheet, students' understanding of class period one will be assessed. Students will reflect on their impressions of beaded bag artwork, make a connection between history and storytelling, describe the story that they plan on animating in Alice, and plan the sequence of actions that will take place in their animation.

- To emphasize Anchor Standard #8, have students write down how their perception of the artwork has changed from when they first saw it.

- To emphasize Anchor Standard #11, have students write down the societal, cultural, and historical context that their story takes place in.

- To emphasize Essential Understanding 6, after students share their ideas on what is happening in the scene, students could be asked to explain how storytelling relates to history.

- To emphasize CS.AP.2.4, have students describe the sequence of steps that must be followed to animate their ending to the beaded bag story.

## 1.3 Class Period Two Animation (Worksheet 3)

In this worksheet, students' understanding of the coding process will be assessed. Students will plan out how they wish to animate their story and detail the thought process behind their decisions. They will make connections with the objects they use and the actions that can be applied to the specific object chosen.

- To emphasize CS.AP.5.5, have students describe the choices they made during their program development phase. They should explain why certain techniques were chosen and how those choices influenced the outcome of their animation.

- To emphasize CS.AP.6-8.1, ask students to identify a complex problem they faced during the planning of the animation. They should outline the steps they used to fave the problem.

- To emphasize CS.AP.5.4, prompt students to discus how they modified or incorporated new code into their animations. They should describe specific features they added or changed and how that impacted the animation as a whole.

## 1.4 Class Period Two Assessment (Worksheet 4)

In this worksheet, students' understanding of class period two will be assessed. Students will reflect on their experience with animation, make a connection between coding and other contexts, and reflect on their knowledge of different coding methods.

- To emphasize CS.AP.5.3, have students describe or write down the steps their group used to animate their story. What parts were simple to animate? Which parts were difficult to animate?

  - A classroom conversation could be had about the class' experiences in animating. What steps did they use the most (design, implement, test, evaluate)? Is that what they expected to be the case?

- Following the presentation of student worlds (stories in Alice) we suggest starting a discussion with some of the following questions:

  - How does a computer interpret a set of instructions to create an animation?
  - How can someone formulate an "algorithm" that a computer can follow (remind the students of the video shown at the beginning)?
  - What coding method(s) have you learned from other group's presentations?
  - What coding method(s) do you wish you would have tried when telling your story in Alice?

# Worksheet 1: Using Beads for Art

**Name:** _____     **Date:** _____

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

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

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

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

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.

Diameters less than 1 cm

Diameter of 1 cm

Mostly black, white, red, and blue
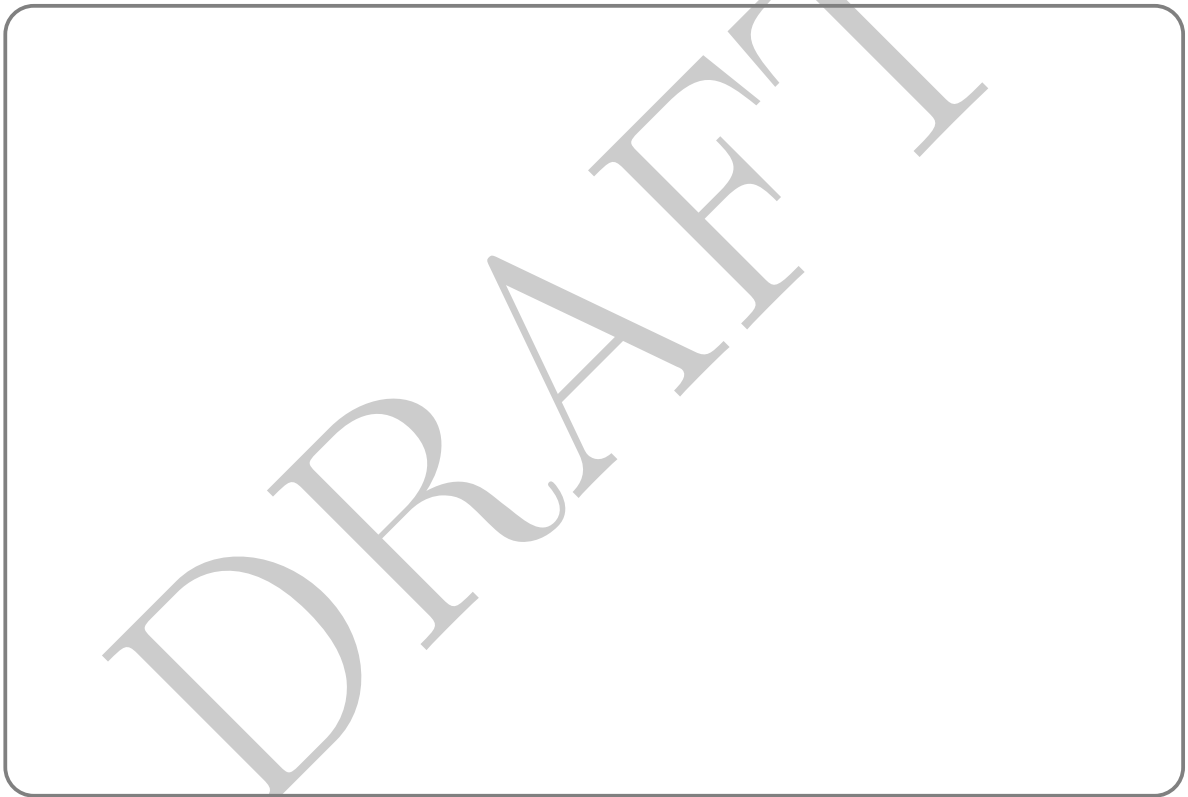
Wide variety of colors

20th century

Mid-19th century

Early 19th century

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

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

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

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

# Worksheet 2: How Storytelling can Communicate History

**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?

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?

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

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

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

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:

# Worksheet 3: Beaded Bag Coding Worksheet

**Name:** _____     **Date:** _____

**Computer #:** _____

This worksheet is to help you plan events and methods to animate the beaded bag story.

1. In Alice, you can use a character's `say` method to have the character speak. Choose one of the characters depicted in the beaded bag, and have them say something in your animation. What will you have them say?

2. In Alice, you can use an object's `move` method to move an object. Choose an object or a character depicted in the beaded bag, and have it move. Where will you move the object?

3. In Alice, you can use an object's `move toward` method to move an object toward another object. Choose an object or a character depicted in the beaded bag, and have it move toward another object. What objects did you pick? Which object will move?

4. **Optional:** In Alice, you can use the `do together` method to have two objects or characters do an action together. Choose two objects depicted in the beaded bag, and have them do an action together. What objects did you pick? What will they do together?

5. You are welcome to create even more events and methods. If you do, explain what they do, and how you used them on objects you choose.

# Worksheet 4: Animation Worksheet

**Name:** _____    **Date:** _____

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

   > **Easy:**
   >
   >
   >
   > **Hard:**

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.

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

   > **Methods:**