

Honorees: Marie Brailey and Willie Van Brailey

Grade Level: 6th-8th

Subject: English Language Arts/Visual Arts

Standard(s) Addressed:

6-8-RI-2 Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.

6-8-RI-3 Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).

Steps/Strategies:

1. Students will be given an anticipation guide on the art and history of chair caning.
2. From the anticipation guide a class discussion will be held on the importance of historical arts and crafts.
3. As the class discusses the anticipation guide, ask students to think about the difference in the terms “arts” and “crafts”. Create a list on the board and have each group offer suggestions of examples from each. As a class we will determine a proper definition for each term.
4. Have an item for each group that falls into the category of an art item or a craft item.
5. Have the following questions posted in corners around the room and ask students to respond to each question, using a sticky note and analyzing the object they were given in their group.
 1. Is the object beautiful?
 2. If the object is useful, would someone today use it for its original purpose?
 3. Is the object beautiful, or is it aesthetically challenging?
 4. Who taught the artisan?
6. After students have finished answering questions about their artifact, give each group a case study to read and analyze. Groups will need to determine if their “activity” would be considered as an “art” or a “craft”. They will need to fill out a note card explaining their position and providing evidence as to why they feel this way.
7. Students will then specifically look at the lives of Marie Brailey and Willie Van Brailey. They will complete a KWL chart on the lives of the two and the importance of the craft of chair caning.
8. In groups, students will browse various historical arts/crafts that originated in South Carolina.
9. Students will choose an art or craft they were interested in and research further into the significance and historical component of it.
10. Students will need to re-create their chosen art/craft to be displayed in a class gallery.
11. Students will compile an informational piece on how they created their artifact. They will describe the elements of the art/craft and provide evidence on which category it would be defined by. Writings must be 2 pages in length and cite any resources used. Students will have 2 weeks to complete.

STUDENT WORK SHEET**LESSON TITLE: Colonial Arts and Crafts**

Read one of the following case studies and determine if the activity is more “art” or more “craft” based on the four core questions written on the board. Be prepared to provide textual evidence on your decision.

CASE STUDY #1

Marie Dowdy, of Columbia, South Carolina, makes several types of pine needle baskets, which she learned to make from her grandmother. She also makes dolls from corn husks. Although Marie’s baskets have some utility, most people who purchase them do not take them to market or use them for any other task for which baskets are normally used. Instead, her baskets sit on display as decorative objects.

CASE STUDY #2

Tom Boozer of Yorges Island, South Carolina, makes wooden duck decoys. He’s been making them most of his life. Tom is a sixth-generation wood-carver. He learned to whittle with his penknife from his father and uncle as a young child. Then at age nine Tom apprenticed himself to Olin Ballentine, a master decoy carver. Tom estimates that 75 percent of his decoys are put to use in duck hunting. The rest are collected and displayed in homes.

CASE STUDY #3

Alison McCauley of Summerville, South Carolina, is a potter. She specializes in ‘face jugs’, a type of pottery that merges human features onto clay containers and which is often associated with funeral rituals. Alison studied pottery in college and continues her studies with fine arts potters and professors. She often enters her work into juried shows, and some important fine arts collectors have added her work to their collections.

CASE STUDY #4

Running Deer, a Cheokee woman who lived a long time ago, made baskets out of river cane strips. One day she found that twisting the strips into knots all along the top edge of the basket made her baskets more sturdy than usual. This unique addition made her baskets stronger and longer-lasting than those of other basket weavers and her work was in much demand in her own village as well as for trade with neighboring villages.

CASE STUDY #5

Olivia McGee, of Clemson, South Carolina, was a highly respected watercolor painter. Her landscape paintings of locally well-known places in the upstate gave viewers an appreciation for the natural beauty of the area and encouraged conservation and environmentally sound land management. She won several awards in juried art shows and her paintings were in great demand by community and business leaders.

CASE STUDY #6

Seth Boyden was a tanner and leatherworker who lived in the early 1800s. He designed a special machine that would split animal hides mechanically. Split hides tanned more quickly, required less bark for the tanning process, and increased the output of fancy-grained leather. Boyden’s technique was soon copied by other tanners and soon revolutionized the tanning industry in the United States. His leather was used to make shoes, bags, and other durable clothing items.