

MoNA

Museum of Northwest Art

Habitat Sculptures: Inspired by Eddie Lee

A HANDS-ON ART ACTIVITY
DESIGNED BY MICHELLE
SANDERSON

Materials

- Information about Eddie Lee and images of his work
- Scrap paper
- Small rectangles of cardboard
- Air dry clay
- Washable paint, such as solid paint sticks
- Natural found objects (sticks, rocks, moss, etc)
- Tissue paper
- Pipe cleaners
- *I Wish I Had Seen the Falls* by Carol Craig (Yakama) [PDF version here](#)
- *Living in Celilo: A Storypath Exploring the Lasting Legacy of Celilo Falls* by Shana Brown [PDF version here](#)



Image: Teacher photo of student work

Description

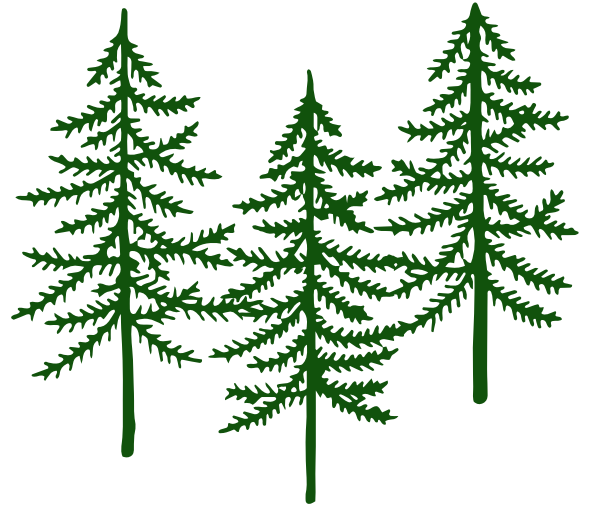
Students will create a sculpture of a habitat based on *I Wish I Had Seen the Falls* by Carol Craig and the work of sculptor Eddie Lee. This activity will teach students how to visualize natural environments and manifest these ideas in 3D form.

Instructions

- 1)** Start a discussion by asking students about their prior knowledge on habitats and support their learning with pictures, other visuals, or simple animal books.
- 2)** Use VTS (Visual Thinking Strategies) to explore the work of Eddie Lee included at the end of this lesson.
 - VTS is an inquiry-based method of facilitating discussion. Tips and resources on VTS are included at the end of this lesson.
- 3)** Read *I Wish I Had Seen the Falls* by Carol Craig (Yakama) and the story path lesson, Episode 1: Creating the Setting.
 - Discuss the importance of Celilo Falls to the villagers and traders that would visit. You might ask questions, such as "What steps did the villagers of Celilo Falls take to ensure that the falls would be sustainable for future generations?"
 - Talk about the landscape changes that occurred during the damming of Celilo Falls and anything else that stands out to the students.
- 4)** Explain to students that they will now use various art supplies to make their own natural habitat sculptures based on the imagery of Celilo Falls described by Carol Craig.
- 5)** Instruct students to use scratch paper and pencils to make a plan for their habitat.
- 6)** Students can paint their cardboard bases in accordance with the plan they sketched.
- 7)** While the paint is drying, pass out the air dry clay and ask students to make a series of 3D forms to use on their habitat sculptures. Reference sheets for clay forms and techniques are included at the end of this lesson.
- 8)** Using glue, students can add their air dry sculptures, sticks, rocks, moss and other natural 3D elements to complete their habitat.
- 9)** If time is available, set up the habitats and have a discussion about students' artistic choices.
- 10)** After the activity, fill out this [Discussion Sheet](#).

Integration Topics

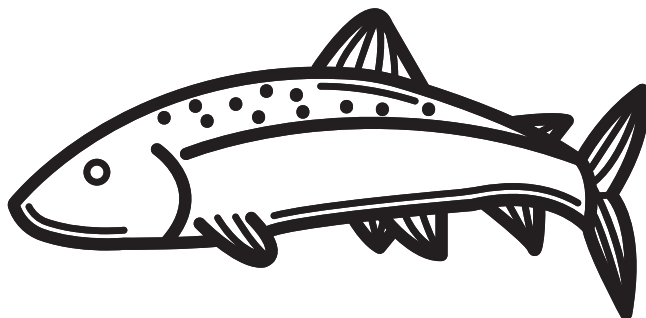
- Animal habitats
- 3D Forms and vocabulary
- Celilo Falls & the Rivers and Harbors Act
- Tribal Sovereignty



Learning and State Standards

Fulfills [Washington State Arts Learning Standards](#):

- **VA:Cr1.2.2** (Make art or design with various materials and tools to explore personal interests, questions, and curiosity)
- **VA:Cr2.2.2** (Demonstrate safe procedures for using and cleaning art tools, equipment, and studio spaces)
- **VA:Cr2.3.2** (Repurpose objects to make something new)
- **VA:Re7.1.2** (Perceive and describe aesthetic characteristics of one's natural world and constructed environments)



Visual Thinking Strategies

MoNA's Education programs utilize Visual Thinking Strategies (VTS), which is a researched-based teaching method that promotes aesthetic development, including critical thinking and communication skills. Here in the MoNA, we use VTS to engage students and general visitors with art, encouraging them to observe closely, think critically and discuss respectfully; however, VTS can be effectively used across curricula. This approach teaches its participants how to take the time to observe closely, describe what they see in detail and provide evidence for their observations. Students learn that their reflections and thoughts are valued and appreciated in this inclusive teaching method.

In order to facilitate a VTS discussion, you first encourage viewers to take a quiet moment to observe the work you are going to explore. Then you ask the following questions and paraphrase the responses without adding any of your own judgements. You can insert additional vocabulary and point to specific parts of the artwork.

What's going on in this picture?
What do you see that makes you say that...?
What more can you find?

Visual Thinking Strategy Links

If you are interested in learning more about VTS, [here is their website](#). If you already know and love VTS, but want help finding great images to VTS in your classroom, here is a [fantastic gallery](#). You can also visit this website for additional resources: <https://www.monamuseum.org/resources-for-educators>

About the Artist

Eddie Lee is a globally respected master sculptor of the Pacific Northwest that splits his time between in his studio in Ketchikan, Alaska and Seattle, Washington. Born in Vietnam, he emigrated to Seattle in 1978. He observed indigenous creators to learn their artforms, traditions, and relationship to the land. He then opened his first studio in 1980 in Ketchikan. Lee uses natural materials, such as fossilized mammoth bone and walrus ivory, to represent the the deep spirituality of nature and his life.



Eddie Lee poses with Woolly Mammoth carving
Image Source: Alaska Best Shopping

“Recreating the forms of Nature by using her basic elements is my way of celebrating and sharing the many gifts she has given me.”

-Eddie Lee



Sea Otter Carving by Eddie Lee (Soapstone)
Image Credit: Alaska Fine Art



Dog Sled Carving by Eddie Lee (Fossilized Mammoth Ivory)
Image Credit: Alaska Fine Art



Swimming Turtle Family of 5 #499

Eddie Lee

Image Credit: Alaska Fine Art

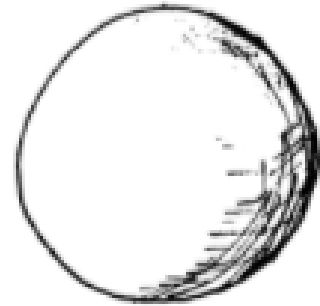


Mammoths - Alaskan Dall Sheephorn Sculpture #455

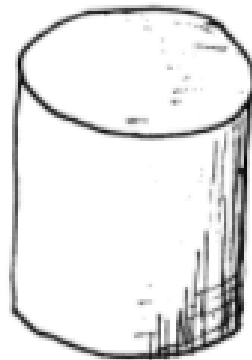
Eddie Lee

Image Credit: Alaska Fine Art

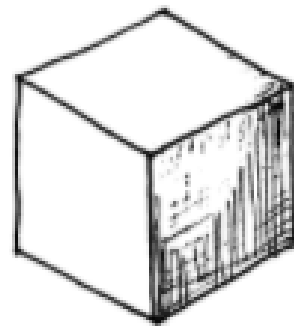
SPHERE



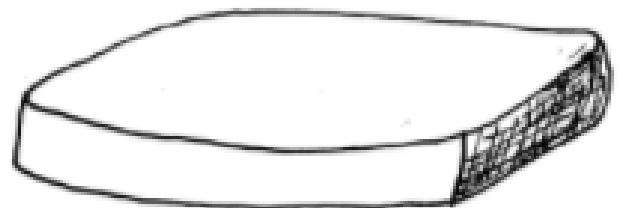
CYLINDER



CUBE



SLAB

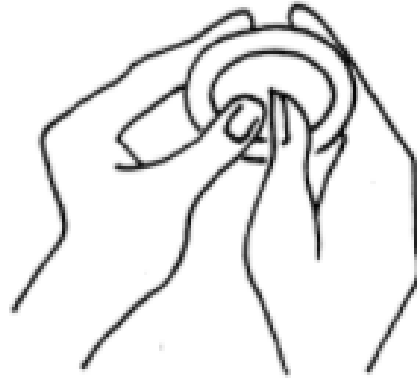


COIL

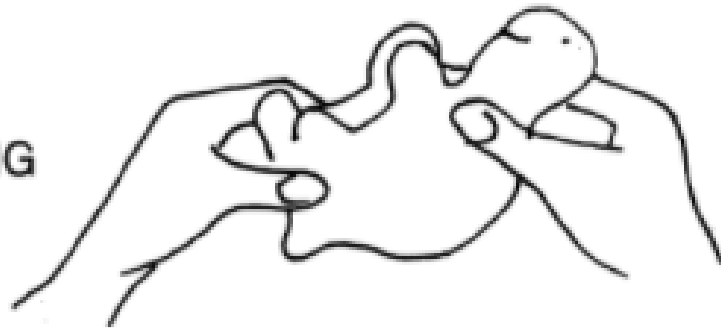


CLAY BUILDING TECHNIQUES

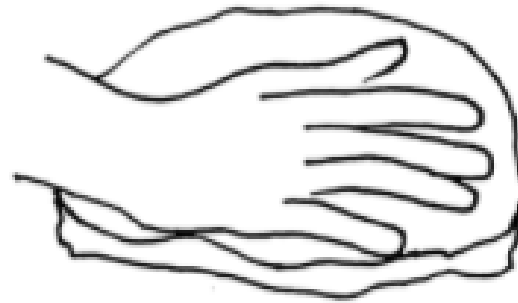
PINCHING



MODELING



SLAB



COILING

