

Name \_\_\_\_\_ Date \_\_\_\_\_

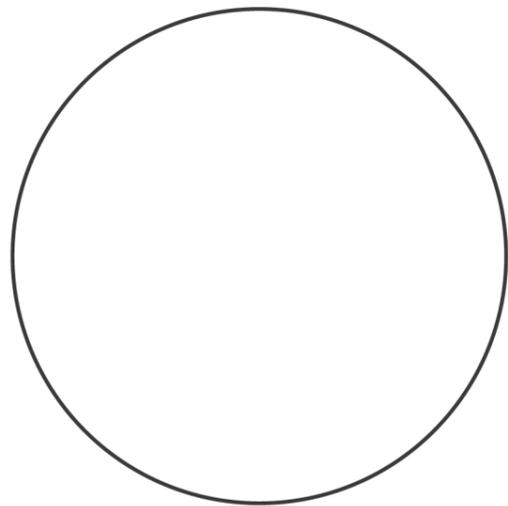
# Mandellas

## Finish the Sentences.

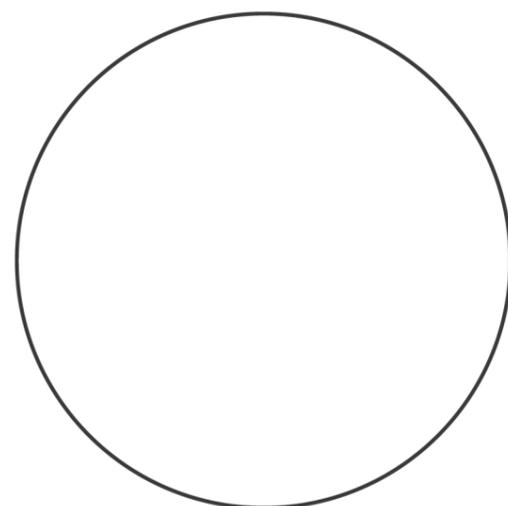
- Mandellas were used to protect children from \_\_\_\_\_  
\_\_\_\_\_.
- The Ojibway Indians lived near the \_\_\_\_\_.
- Some of the games Ojibway children played were \_\_\_\_\_  
\_\_\_\_\_.
- Ojibway used the plants and animal wildlife to make clothes, toys and tools. What are some of the plants and animals that they used and how?

## Math Helps Planning

Draw holes on this circle, using the same number and locations as on your mandella.



Draw lines between the holes, planning the pattern that you will weave on your mandella.



## Mandella (Pk/30)

PLEASE READ ALL INSTRUCTIONS BEFORE STARTING



### YOUR KIT CONTAINS: YOU WILL NEED:

- Wire Hoops
- Brown Tape
- Assorted Feathers
- Crow Beads
- Lacing
- Paint
- Brushes
- Faux-Leather Circles
- Plastic Table Cover

- Scissors
- Water
- Glue (optional)

**AGE GROUP: 8 and up**  
**PREP TIME: 15 minutes**  
**PROJECT TIME: 90 minutes**

### INSTRUCTIONS:

- Cut 3-1/2' of brown tape and wrap it tightly around the entire 6" wire hoop (see Figure A). Don't wrap it too tightly or it may tear. If it does tear, simply begin wrapping where you left off. As you wrap, be sure not to twist the tape or allow it bunch up.
- Put the hoop on a flat surface and place the faux-leather circle in the middle. Cut 10' of lacing and tie one end of it to the hoop. Lace the circle to the center of the loop (see Figure B). If you find the circle is not being laced evenly in the center, simply take apart your lacing and start again. When you are finished, tie it tightly to the hoop and cut off the excess.
- Take 10-12" of lacing and tie it to the top of the hoop so that it can be hung. We recommend a lark's head knot with a square knot (see Figures C and D) to connect the loose ends.
- Take 12-14" of lacing and connect it to the hoop with a lark's head knot so that you have an even amount of lacing on both sides of the knot (see Figure E).
  - String 2 or 3 beads at one end of the lacing, then tie an overhand knot at the very end, inserting a feather into the knot (see Figure F).
  - Pull the knot tightly.
  - Tie another overhand knot and slide the excess lacing upward into the beads and pull the beads downward to cover the knot.
  - Repeat for the other side of the strand of lacing.

**Helpful Hint:** If you have trouble tying the feather to the lacing, add a little glue to the knots to keep them in place.
- Paint the front of the Mandella with the paint and brushes provided.

FIGURE E

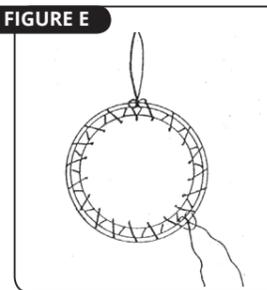


FIGURE F

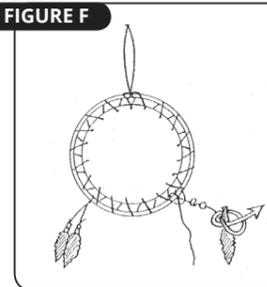


FIGURE A

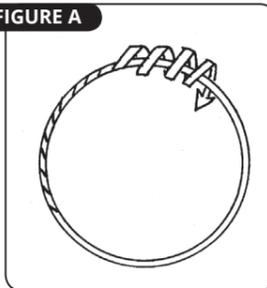


FIGURE B

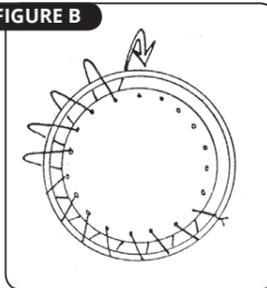


FIGURE C

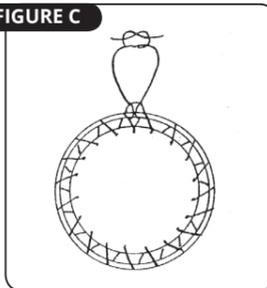
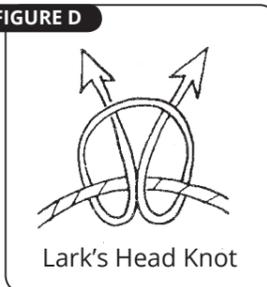


FIGURE D



Lark's Head Knot

## SOCIAL STUDIES/ MULTICULTURAL INFORMATION

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**OBJECTIVE:** Students will discuss the meaning and importance of cultural diversity. They will identify the purpose of mandellas and the cultural traditions and beliefs behind these artforms.

**SUGGESTED TIME FRAME:** The class discussion would take approximately 20 minutes if you draw from the students' numerous examples of various cultural traditions. The activity could be extended by additional reading and research, which would focus on other Native American customs or stories that relate to the ethnic groups represented in your class.

**PROCEDURE:** The Native American tribe, Ojibway, revered dreams. They saw good dreams as the source of infinite wisdom. They believed they could protect their young children from bad dreams by hanging woven webs or nets above their beds. Have a class discussion about cultural diversity and how different peoples have different beliefs and customs and the importance of being respectful of all peoples' traditions.

## SCIENCE/GEOGRAPHY/ART

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**OBJECTIVE:** Students will locate the Great Lakes Region on a map, demonstrating their geographic understanding and mapping skills. Students will identify plant and animal wildlife indigenous to that geographic area. They will recall the plants and animals mentioned in Osofsky's book and identify how the Ojibways used those natural resources in their daily lives. Students will draw maps of the Great Lakes Region and images of indigenous plants, animals and people on the maps.

**SUGGESTED TIME FRAME:** 30 minutes

**PROCEDURE:** Have your students identify on a map where the Ojibway Indians lived, in the Great Lakes Region. (Note to Teacher - Ojibway Indians originally lived north of Lake Huron before moving westward in the 17th and 18th centuries into Michigan, Wisconsin, Minnesota, western Ontario, and Manitoba, with later migrations onto the northern Great Plains in North Dakota, Montana, and Saskatchewan. This tribe is also sometimes called Chippewa). Have students research what plant and animal wildlife is indigenous to that area and how Native Americans used those natural resources in their daily lives. Osofsky's book mentions many of the plants and animals found in this area and how they are used to make canoes, toys, blankets, etc. Re-read the story to the class so they can focus on this aspect of the book. Then have them recall the plants and animals mentioned in the story, and when applicable, how these natural resources were used. (Note to teacher - the plants and animals mentioned in the book include: raspberries, doe, tall pines, willow, spiderweb, bark of wild plum, basswood tree, cattail reeds, deer, birch, loon, clamshells, fish, squirrel, wild rice, rabbit, dried moss, flies, bear, straw, owl, white shells, pheasant, maple sugar tree, duck, butterflies). Students could then use their recall lists to sort by plant or animal or brainstorm multiple uses a Native American tribe, living long ago, could have for each of these natural resources in their daily lives. Have students draw a map showing the location of the Great Lakes Region and draw images of indigenous plants, animals and Native Americans on that map.

## LANGUAGE ARTS/CREATIVE WRITING OR STORY TELLING

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**OBJECTIVE:** Children will examine the role of adjectives and use them to enhance their creative writing and/or storytelling skills.

**SUGGESTED TIME FRAME:** 30 to 45 minutes, depending on level of writing and editing skills

**PROCEDURE:** Re-read Osofsky's book to the class and have them focus on adjectives, perhaps recording each on a chart as the story is read. Or read the class Ruth Heller's *Many Luscious Lollipops*, a book about adjectives. Have students write and illustrate their own stories, using as many adjectives as they can to enhance the descriptions of their characters and events. If the children are writing the tales, have them self-edit or peer-edit. If children are drawing and verbally telling you the stories, write their words to accompany their illustrations, so they can associate their thoughts with print.

## LANGUAGE ARTS (POETRY AND VERBAL IMAGERY)/ART

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**OBJECTIVE:** Children will read or listen to poetry and create their own poems or verbal imagery writing.

**SUGGESTED TIME FRAME:** 30 to 45 minutes, depending on the level of writing and editing skills

**PROCEDURE:** Osofsky's book, *Dreamcatcher*, describes scary dreams from which the mandellas would protect Ojibway children. Re-read those verbal images, which are poetic writing. Have the students write poems or verbal images of their own scary dreams. Have them illustrate the dreams with watercolor pencil drawings.

## ARTS

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**OBJECTIVE:** Students will create an aesthetically appealing display to hang their mandellas in authentic context.

**SUGGESTED TIME FRAME:** Several 30 or 45 minute periods, throughout a week or two.

**PROCEDURE:** Re-present Osofsky's book, *Dreamcatcher*, to the class and have students focus on the visual images and setting in which mandellas would have been used. Students could make a variety of images or props for their mandella display. They could make a large mural for a bulletin board or two-dimensional display. They could construct a three-dimensional display with a simulated Ojibway baby cradleboard, using cardboard boxes and a doll. To create a simulated doe skin of the cradleboard, crumble brown craft paper or grocery bags, gently un-crumple it and paint a dark watercolor wash over the paper so it settles in the cracks and appears to be aged doe skin. Perhaps some students could draw birds or dream-like spirits that would be hung near the mandellas and demonstrate the special protective function they serve.

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