Body Art

Geographic Alliance of Iowa

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Recommended Citation
Geographic Alliance of Iowa, "Body Art" (2012). Open Educational Resources. 270. https://scholarworks.uni.edu/oermaterials/270

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### Body Art

**Teacher and School not available**

<table>
<thead>
<tr>
<th>Grade Level (Req.): 9th-12th grade</th>
<th>Content Area (Req.): Geography</th>
<th>Unit (Opt.):</th>
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### Connections to Other Disciplines (Opt.):
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### Time Frame (Req.): 1-2 days

| Goal (Req.): Students will know how body art differs over cultures. |
|-------------------------|-----------------------------|

| Objective (Req.): Students will explore the history of, uses of, and impacts of body art on cultures. Students will identify global practices of body art. Students will design their own works of body art. |
|-------------------------|-----------------------------|

### Materials Needed (Req.):
- Photographs, books, masks and digital images of body art
- Bindi
- Mehndi
- Sandal paste (optional)

### New Vocabulary (Opt.):
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### Anticipatory Set/Introduction [Inquiry Question is required] (Req.): What’s up with body art?

### Instructional Sequence/Procedure (Req.):
1. Display photographs, books, masks, and digital images of body art – piercings, tattoos, scarification, face paint – in the classroom.
2. Announce the theme – “Body Art.” Ask who has a tattoo and care to share it and what it means to them.
3. Obviously, students will be able to observe any piercings. Discuss the fact that someone has said that body art or adornment is the “window to one’s soul.” What do students think? Lead a general class discussion.
5. Allow students to design their own body art – use the mehndi to give each other henna tattoos, use face paint, use sandalwood paste, or draw a tattoo on paper.
6. Enrichment: visit a museum display of masks, body art, adornment, etc; invite a body artist into the classroom; plan and execute a class exhibit of body art; use the research to create a public presentation of body art.

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12.
Formative Evaluation (Req.): Class discussion
Assessment (Req.): Give students the directive to relate their tattoo artwork to their “soul”; students can take photographs of their artwork and write paragraphs about the relationship of the art to their inner soul. Small groups of students can research the history of, uses of, and impacts of body art on cultures; explore a variety of topics – tribal body painting, clown make-up, religious uses of face pastes and adornment, modern and historical tattoos, piercings, scarification, head molding, foot binding, etc; report to the class.

Iowa Core Curriculum Standards Used (Req.):
- Geography, grade 9-12: Understand how culture affects the interaction of human populations through time and space.
- Geography, grade 9-12: Understand how cultural factors influence the design of human communities

Common Core Curriculum Standards Used (Opt.):

NGS Standards Used (Req.):
- The physical and human characteristics of places
- That people create regions to interpret Earth’s complexity
- How culture and experience influence people’s perceptions of places and regions
<table>
<thead>
<tr>
<th>Five Themes of Geography Used (Req.):</th>
<th>School District Standards and Benchmarks (Opt.):</th>
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<tbody>
<tr>
<td>• Place</td>
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<td>• Human-Environmental Interaction</td>
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21st Century Universal Constructs (Opt.): Creativity

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<th>Other Disciplinary Standards (Opt.):</th>
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<th>Other Essential Information (Opt.):</th>
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<th>Other Resources (Opt.):</th>
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<tr>
<td>• <a href="http://www.hindunet.org/tilak/">http://www.hindunet.org/tilak/</a></td>
</tr>
<tr>
<td>• <a href="http://www.mehandi.com">http://www.mehandi.com</a> (use to order henna supplies)</td>
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BODY ART
BODY ART
In Bangladesh
Mehndi (Henna)
UNI Museums present:

Body Art: Adornment Across Culture

Sept. 10 - Dec. 28, 2012
People all over the world decorate their bodies as artistic and cultural expressions. Human experiences and relationships are communicated through body art to show power, tribal connection, social and political position, rank in the community, and stage of life. The most prevalent forms of human adornment include hairstyles, jewelry, tattoos, piercings, body painting, and scarification.

Body decoration is displayed in every culture through important rituals and ceremonies, from celebrations of childbirth and rites of passage, to funeral processions. Mystical powers are believed to come from wearing feathers, fur, teeth, and images of prized animals. Some patterns have such power of meaning that they adorn not only the body, but objects used and seen every day such as textiles, containers, and tools.

Ideals of beauty, as well as symbols of power and status, differ from culture to culture. A powerful or attractive adornment in one culture may be seen as curious or even repulsive by another culture. At certain times in world history, practices of body decoration were discouraged or even forbidden. Today with worldwide travel and global communication, there is a new awareness and appreciation for traditional body decoration. Body art designs are crossing cultural boundaries, being used in different contexts, and blending with other cultural styles to become person expressions, as you can see even here in Cedar Valley.
**Mangbetu baby**

- *Cara*

  Head shaping is practiced in different parts of the world.
  It is done to influence when the child's head is ready to grow.
  Different cultures use different implements. One may use wooden
  skewers to shape the head, or use light weights to mold the
  head. The forehead is shaped to fit in a frame that is
  placed around the head. The shaping is done to
  accommodate the head for different requirements, although it is
  usually done to enhance beauty or to prevent
  unwanted growth.

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**Mangbetu woman**

- *Cara*

  The woman's face and body are marked with delayed blood.
  Dyeing the skin with this blood makes the face and body
  appear darker. This is usually done to enhance beauty or to
  prevent unwanted stains.
CLASSROOM OPTIONS

- Museum Tour
- Mehndi
- Tattoo design
- Face/Body paint
- Bindi