

Title of Lesson Plan	Making Mudcloth
Objective	Students learn about bogolanfini (mudcloth) from Mali in Africa and create their own cloths. Students create patterns with shape stickers and apply mud paint by stamping with sponges. They observe the color and texture of the mud paint. They sort and count shapes, measure their cloth, and record information on worksheets.
Standards	<p><i>National:</i> <i>K- ESS3.A Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do.</i></p> <p><i>Georgia:</i> <i>SKE2. Obtain, evaluate, communicate information to describe the physical attributes of earth materials (soil, rocks, water, and air).</i></p>
Grade Level	Kindergarten
Pacing	3 Sessions, can be shortened to 2 sessions if teacher prepares canvas boards beforehand.
Guiding Questions	<p>What types of objects are made with mudcloths?</p> <p>What kinds of shapes are used in mudcloths?</p> <p>How would you describe the different kinds of mud used to make mudcloths? Texture? Color?</p> <p>Does the paint color look different now that it is dry?</p>
Collection Connection	<p>Bogolafini Cloth (2012.004.020)</p> <p>Dogon Kanaga Mask (1982.016)</p> <p>Hunter’s shirt, Donson Dlokiw (1994.004.111)</p> <p>Kono Mask (1994.004.095)</p>
Content (About the Artwork and/or connection to the topic)	<p>Mud-painting (“Bogolanfini”)</p> <p>Mudcloth is called “Bogolanfini”. It’s fun to say! Mudcloth comes from the continent of Africa (show on globe). Mudcloth is made in the country of Mali. The Mali flag is green, yellow, and red. (Green represents fertility of the land; Gold represents the country’s mineral wealth; Red represents blood shed in gaining independence from France.) The name Mali was originally derived from the Mandinka or Bambara word <i>mali</i>, meaning “hippopotamus”, and it eventually came to mean "the place where the king lives". Therefore, the word Mali suggests strength. There are approximately 18 million people in Mali.</p>

	<p>The patterned mud cloth is used to make clothing, upholstery, pillows, floor mats, and wall coverings. (Ask the children to name the types of objects they see made with mudcloth.) The African collection at the Michael C. Carlos Museum at Emory University includes an example of mudcloth. It is not always on display. When it is not on exhibit in the galleries, it is kept safely in storage at the Museum. There are other objects from Mali in the Museum. These include: a Dogon mask (white abstract form extends 3' above the black face mask!), a Hunter's jacket (with claws and teeth from the animals the hunter caught), and a Kono Society helmet mask (resembling an elephant head and worn much like a baseball cap. Mudcloth is decorated with patterns and shapes. (Ask children to name some of the shapes they see.). An artist creates designs with mud-paint and a sponge brush. Painted mudcloths are left to dry in the sun, like laundry.</p>
Project Title	<i>Mud-painting ("Bogolanfini")</i>
Materials	<ul style="list-style-type: none"> - unprimed cotton canvas (10-12oz), cut into cloth squares, approximately 8"x 8" (or larger) – one per child - Scissors – strong for cutting cloth - Cardboard sheet squares, approximately 10" x 10 (or 2" larger than size of canvas) – one per child - Masking tape – several rolls - Shape stickers – various shapes including circles, triangles, squares, rectangles, and polygons (color is not important) – 10+ per child - Rulers – 12" or longer, can be shared among students - Mud – 1-2 colors, clear away topsoil to avoid plant material and rocks - Bucket(s) – for mud - White glue (Elmer's school glue variety) – 1-2 medium (8oz) bottles - Water - Paint sticks or other disposable tool for stirring mud paint - Bowls – for mud paint 1-2 per work table, children can share bowls, separate colors - Sponge brushes or sponges, cut into strips for stamping/ tamping as with stencil brush - Wipes – for hands!

Instructions	<p>Week 1:</p> <ul style="list-style-type: none"> • Introduce mudcloth (bogolanfini) using Classroom Presentation. Include geography, cultural context, and related objects from Carlos Museum. • Prepare canvas for painting. (Can be done by teacher or by children.) <ul style="list-style-type: none"> ○ Write names <u>on back</u> of canvas. ○ Tape square of canvas along all 4 sides to cardboard sheet. Tear strips of tape and stick to edge of table, so children can apply with guidance and assistance. Canvas should be flat and taped on all sides, but does not need to be squared with cardboard. Tape borders do not need to be uniform or straight. Make sure tape is secure. • Read <u>The Magic Gourd</u> by Diakite, a folktale from Mali. <p>Week 2: (Note that canvas cloth squares should be cut by adult in advance.)</p> <ul style="list-style-type: none"> • Make mudpaint. (Best mixed by adult. If prepared in advance, must cover tightly to prevent drying. Store for only 1-2 days.) <ul style="list-style-type: none"> ○ Dig mud from below topsoil, avoiding plant material and rocks. Place into bucket and incrementally add water to dilute similar to poster-paint (viscosity of drinkable yogurt). Stir well and add white glue. Add approximately 2-3 ounces of glue to 2 cups of dilute mud – no need to measure, just estimate by eye (the mixture will work!). Stir well before using; paint does settle. It may be necessary to stir and add water during use. • Apply shape stickers in patterns or abstract designs. An assortment of stickers can be placed on tables for children to choose shapes. Strips of torn tape should also be made available. Make sure stickers are well-adhered. • Apply mud-paint with sponge brushes or sponge strips by tamping. Mud-paint can be applied over stickers, which serve a “resist,” protecting the underlying canvas from the paint. Paint should completely cover canvas, so no uncoated cloth is visible. • Allow paintings to dry. <p>Week 3:</p>
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	<ul style="list-style-type: none"> • Remove and discard stickers and strips of tape, including those along border. (Cardboard sheets can be saved for re-use, if not too distorted.) • Count stickers by shape and record tallies on worksheet. • Measure cloth and record length on worksheet. • Observe paint texture and color (compare to when wet). Note observations on worksheet. • Color map worksheet.
Assessment	See attached color map worksheet Finished mud painting
Additional Resources (Bibliography, other artwork in the collection, FAQs, books/websites for the classroom, etc.)	<i>The Magic Gourd: A West African Folktale</i> , Baba Wagué Diakité, 2003
Handouts/Worksheets	One worksheet attached (plus finished mud painting)
Vocabulary	Continent, country, texture, shape, soil, color, mudcloth, dry, length, width, measure, count

