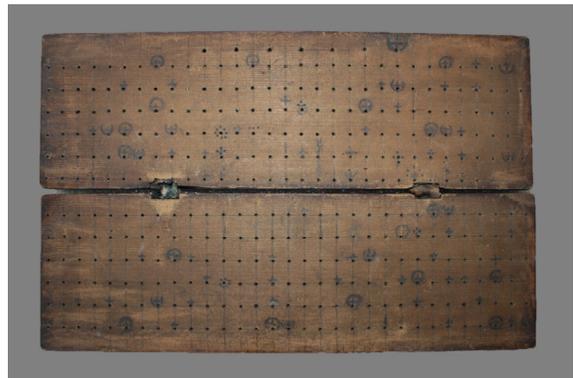


ANCHORAGE MUSEUM

GRADE 12: TIME AS ART



Peg Calendars

Bone, graphite; wood, leather, metal, graphite; walrus, ivory, ink
Anchorage Museum collection
1981.7.7, 1983.153.32, 1997.36.10, 1997.36.11



ABOUT THE ARTWORK

Little research exists on peg calendars. What is known is that these objects are representative of varying ecclesiastical calendars of the Russian Orthodox Church. These calendars were used by Alaska Native communities after Russian contact and colonization. These calendars take many different forms, reflecting the diverse ways in which people celebrate and acknowledge observations such as the beginning of the liturgical year, feast days, and fasting periods.

KEY TERMS

ECCLESIASTICAL	Refers to the Christian church or its clergy
JULIAN CALENDAR	Julius Caesar introduced this calendar in 46 BC for use in the Roman Empire to replace the previous Roman calendar. This calendar consists of twelve months in a 365 day year and has a leap year of 366 days every four years, permanently aligning the calendar to the seasons. The Julian Calendar was largely replaced by the Gregorian Calendar in 1582, though some Orthodox Churches still utilize the Julian Calendar
GREGORIAN CALENDAR	The current calendar in use internationally; Pope Gregory XIII introduced this calendar in 1582; The Gregorian calendar differs from the the Julian calendar is found in the calculation of leap years: three out of every four century years are not counted as leap years, resulting in 3 fewer days every 400 years
CALENDAR	A system of measuring time with a fixed beginning, end, and sub divisions to the year
IVORY	A hard creamy-white substance composing the main part of the tusks of an elephant, walrus, or narwhal; often used to make ornaments and other articles
LEATHER	A sturdy material created from the hide of an animal through a tanning process

INSTRUCTIONAL SEQUENCE

Begin this art lesson by looking and discussing about the artwork together for 10 to 15 minutes.

CLOSE-LOOKING Invite students to look closely, quietly at the artwork.

OBSERVE Invite students to share observations about the artwork.



ASK

- *Why might an object like this be useful?*
- *Describe the differences you notice between one object and another.*
- *Why might these objects be made of different materials?*
- *What does it remind you of?*
- *What more do you see?*
- *What more can you find?*

DISCUSS

USE [20 Questions Deck](#) for more group discussion questions about the artwork.

LEARN MORE

- About peg calendars:
<https://www.cowanuctions.com/lot/aleut-russian-orthodox-peg-calendar-109797>

https://alutiiqmuseum.org/word-of-the-week-archive/514-peg_calendar

Black, Lydia T. "PEG CALENDARS OF ALASKA." Faces, voices & dreams: a celebration of the centennial of the Sheldon Jackson Museum, Sitka, Alaska, 1888-1988 (1987).

Black, Lydia. Russians in Alaska, 1732-1867. University of Alaska Press, 2004.
- Other types of calendars:
<https://www.history.com/news/soviet-union-stalin-weekend-labor-policy>

<https://www.timeanddate.com/calendar/about-chinese.html>

<http://socialstudiesforkids.com/articles/religions/islamiccalendar.htm>

TIME VISUALIZATION

TIME FRAME

45 minutes

MATERIALS

Pencil to sketch

8.5" x 11" paper

Tracing paper

DIRECTIONS

- 1.** [5 mins] Time is present in almost all aspects of our lives. Discuss with students what time means to them and how it is relevant or meaningful to their lives. Time lapse features are commonly seen in other mediums such as picture books, before and after photo images, and video compilations like stop motion films. today, students will draw a time-lapse of an area they know and overlay it with an image of how it may look in the future.
- 2.** [15 mins] Invite students to draw a place they have been to before.
- 3.** [20 mins] Invite students to discuss how their location might look differently in 10 years. Once discussion has finished, invite students to sketch these changes on their tracing paper so that they can overlay these changes with their original sketch. If time allows, overlay additional sheets of tracing paper representing increments of time 100 years in the future, and 1000 years into the future respectively.



4. [5 mins] Once finished, invite students to write their names on their artwork, date both images and to present their work to the class.

TEMPORARY ART

TIME FRAME	25-30 minutes
MATERIALS	Paper to keep table surface clean Sugar cubes Toothpicks 5" x 5" scrap wood Elmer's glue Biopaint slightly diluted with water Nancy paint bottles or similar squirt bottle filled with diluted biopaint Digital cameras
DIRECTIONS	<ol style="list-style-type: none">1. [5 mins] Change is the evidence we have that something occurs or has occurred. Invite students to return to the objects to discuss: <i>What changes have you seen in the classroom over time spent here? In your living spaces, places you've been to?</i>2. [5 mins] Invite students to build a simple structure on the scrap wood base using sugar cubes, toothpicks, and glue.3. [10 mins] While waiting for the structures to dry, prompt students to photograph their structures from multiple angles.4. [5 mins] Prompt students to use multiple nancy bottles of biopaint to drizzle onto their structures.5. [2 mins] Invite students to photograph their structures from multiple angles as the sugar dissolves and after their structure is level.6. [5 mins] Once finished, prompt students to use a toothpick to further manipulate paint and sugar and invite them to photograph the result from multiple angles.7. [5 mins] Invite students to discuss their process of creating: <i>What changes did they actively create?</i> <i>What changes occurred without them?</i> <i>What do they notice in their pictures that they might not have noticed as things changed?</i>



MAKING TIME

TIME FRAME

50-60 minutes

*This activity is open-ended and may be adapted to current issues, topics, or employ specific materials relevant to your teaching aims.

MATERIALS

Any variety of material for sculpting, painting, collage-making, and coloring.

DIRECTIONS

1. Measuring the passage of time is a necessary part of communication in all societies. In western culture, we measure time in repeating cycles and mark events through a variety of methods, including the use of watches and calendars, or even birthday and holiday cards. Students today will design an object they can use to mark the passage of time.

2. [5 mins] Return to the peg calendars and see how time and events are denoted. Discuss how similar or different this may be to objects they may use to record time, such as calendars and clocks, and how these objects might be used to record irregular events.

3. [10-15 mins] In groups of three, invite students to brainstorm ways that they could measure the passage of a school year. Encourage them to measure in terms of recurring events (lunches, tests, sports games, class periods, and so on) and rarer ones (pep assemblies, dances, major tests) rather than standard time measurements (minutes, seconds, hours). Have a school calendar for reference.

4. [15-20 mins] Invite students to create an object that allows them to measure the passage of time, using whatever materials available. Discuss factors with students such as portability, level of maintenance, and how others can be taught to “tell time” while objects containing glue need to dry.

5. [10 mins] If other students have finished their object, discuss with students how irregular occurrences may occur and invite them to adjust their current design, otherwise, discuss how irregularities are built into our time keeping systems (leap years, different number of days per month).

6. [10 mins] Invite student groups to teach one other group how their device records or calculates time. Invite group pairs to present their work, and to compare how their respective devices measure time.

ASSESSMENT

Students will be assessed based on their participation in the discussion, completion of the two projects, and art presentation to class.

For more teaching resources, visit anchoragemuseum.org/teachingresources

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