



Canada C3 Digital Classroom Learning Module

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Learning Module Title: Song of the Land

Grade(s)/Teaching Division(s): Grade 5

Subject(s)/Course(s): Arts, Language Arts

Time: Approximately six hours spread over multiple classes

Learning Module Topic & Description

In this learning module, students will listen to a musical text that expresses a love for the land of the north. They will make connections with the lyrics, find appreciation for the land, and discover new ways of expressing those feelings.

Essential Question(s)

- How can music express complex feelings?
- How does music express these feelings differently than other media?

Canada C3 Central Theme(s) Addressed

- Environment
- Diversity and Inclusion

Learning Objective(s)/Goals

The main objective of this learning module is for students to develop a greater appreciation for the land, and to find an outlet to be able to express their feelings of appreciation.

Essential Concepts/Knowledge/Skills to be Learned/Applied

From the Northwest Territories' *Inuuqatigiit** Curriculum Document (p. 93):

- The land is very important to the Inuit.
- The land can provide everything for survival.
- The land must be treated with respect.

* Northwest Territories Education, Culture and Employment. *Inuuqatigiit*. The Curriculum from the Inuit Perspective. August 1996. – https://www.ece.gov.nt.ca/sites/www.ece.gov.nt.ca/files/resources/inuuqatigiit_k-12_curriculum.pdf

Curriculum Connections/Big Ideas

This learning module is part of a larger collection of lesson plans based on the theme *Where do we Inuit live?**

Newfoundland & Labrador English Language Arts Grade 5 curriculum:**

Specific Curriculum Outcomes:

- 1.1 – Express ideas with supporting evidence. (pp. 47-51)
- 1.2 – Use active listening strategies for a variety of purposes. (pp. 47, 52-55, 148-149)
- 1.3 – Ask and respond to questions to extend personal thinking. (pp. 47, 56-57, 150-151)
- 2.1 – Engage in a range of collaborative discussions. (pp. 47, 58-59, 152-153)
- 2.2 – Use effective presentation skills. (pp. 47, 60-61, 154-155, 220-223)
- 7.2 – Analyze intended messages in texts. (pp. 47, 100-101, 192-193)
- 8.2 – Create texts that represent experiences, personality and interests. (pp. 47, 104-107)
- 9.1 – Create texts for a wide range of audiences and purposes. (pp. 47, 108-109, 198-199)
- 9.2 – Create texts in various genres and forms. (pp. 47, 110-119, 200-207, 236-239)

Newfoundland & Labrador Grade 5 Art curriculum:***

Specific Curriculum Outcomes: (see pp. 26, 31)

- 4. – Experiment with a variety of art materials, tools, and processes. (p. 128)
- 5. – Demonstrate and apply knowledge of basic art skills, techniques, processes, and language. (pp. 130, 132, 134, 136)
- 6. – Make effective choices about tools and materials in the creation of art. (p. 138)
- 8. – Use experiences from their personal, social, and physical environments to create art. (p. 142)
- 9. – Create art for a variety of audiences and purposes. (pp. 144, 146)

* See related learning modules from this author, entitled *Where do we Inuit Live?* and *Caribou in the Arctic*.

** Newfoundland & Labrador Department of Education. *Grade 5 English Language Arts Curriculum Guide* (Interim Edition). September 2013. –

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/>

http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/english/grade5/grade_5_ela.pdf

*** Newfoundland & Labrador Department of Education. *Elementary Art Curriculum Guide*. No Date. –

<http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/art/index.html>;

http://www.ed.gov.nl.ca/edu/k12/curriculum/guides/art/elementary/Art_Elementary_Curriculum_Guide.pdf

Teacher Goals

This is an opportunity for teachers to deliver culturally relevant curriculum for Inuit students. It's also an opportunity to have students engage in arts-based learning, project-based learning, and self-reflection.

Student Groupings <i>(e.g., whole class, small groups, pairs, independent work)</i>	Materials/Resources <i>(e.g., equipment, PowerPoint/Keynote slides, manipulatives, hand-outs, games, assessment tools)</i>
<ul style="list-style-type: none"> - Whole class - Pairs or small groups 	<ul style="list-style-type: none"> - Audio or video of <i>Song of The Land</i> by Susan Aglukark (e.g., https://www.youtube.com/watch?v=C_cnNpS8Egc) - iPads/tablet computers and/or desktop/laptop computers - Headphones - Chart paper and markers - Student paper and writing utensils - Any necessary art materials for projects
Instructional Strategies <i>(e.g., direct instruction, demonstration, simulation, role-playing, guest speaker, etc.)</i>	Considerations <i>(e.g., contingency plans re: technology failure, student absences or groupings, guest speaker cancellations, or safety concerns)</i>
<ul style="list-style-type: none"> - Arts-based learning - Outdoor learning - Co-operative learning - Project learning 	<ul style="list-style-type: none"> - Ensure that iPads/tablet computers are fully charged so that students can listen to the song as many times as needed

Accommodations & Differentiation Strategy <i>(to address different needs & preferences of students)</i>
<ul style="list-style-type: none"> - The final project has a variety of activities that will adhere to the different learning styles. - Some of the activities can be more challenging than others, which will benefit all levels of learners.

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback
<p>Some opportunities for assessment could include assessing students’:</p> <ul style="list-style-type: none"> - listening skills - higher-level thinking skills - abstract text analysis - text-to-self connections - writing skills - presentation and communication skills

Motivational Hook <i>(process for acquiring & focusing students’ attention), Time (20-30 minutes)</i>
<p>Take students outside on a nature walk where they can see, listen, and observe their surroundings. Ask them to focus on thinking about the feelings they have when they are outside on the land. This could be an opportunity for students to write personal journals, engage in a “sit spot” silent meditation/reflection, or capture photos and/or videos of parts of the landscape that inspire emotions for them.</p>

Open <i>(process for introducing/framing module & agenda), Time (5-10 minutes)</i>
<p>When you return to the classroom, gather students and introduce the next activity: students will be listening to a piece of music that conveys the artist’s feelings about the land. Ask students to consider, while they listen, how they felt about being on the land when they were outside, and how they think the artist feels about the land. Play the song, <i>Song of The Land</i> by Susan Aglukark. Listen to the entire song at least once without interruption.</p>

Body (main instructional & learning processes to build understanding, skills, attitudes), Time (45-60 minutes)

Replay the first verse of the song, transcribing the lyrics on chart paper as it plays, or asking students to do so individually. Discuss each line and what the lyrics mean, both literally and figuratively. Ask students for the rationale behind their thoughts and what kinds of feelings each line of the song evoked in them. Ask guiding questions such as:

- “What does this line mean?” – “And where the love lives forever and dreams never die”
- “What does love lives forever mean?” “Does love really live forever?”
- “What does this part of the song remind you of?”
- “When you listened to this part of the song, what did you visualize when you heard these lyrics?”

After completing this process for the first verse, divide students into pairs or small groups (depending on class size). Hand out iPads/tablet computers and headphones. Students may choose to each transcribe the lyrics individually or they can designate roles within their group (e.g., listener, writer). Ask them to continue to transcribe the rest of song, pausing to discuss the lyrics with their partners/group members after each verse. When all partners/groups have finished, gather as a class and ask each partner/group to share one or two ideas that groups discovered from their analysis.

Consolidation (processes for application & practice of knowledge, skills, attitudes), Time (180-240 minutes)

After students have completed their analysis, present information about the project they will do. Let them know that you are asking them to create a project that expands upon their understanding of Susan Aglukark’s work and that communicates their own feelings of connection to the land. Provide students with choice by asking them to choose two options from the following list (or from other ideas that you or your students come up with):

- Write another verse that could be added to Susan Aglukark’s song, *Song of The Land*.
- Write your own song that expresses your appreciation or feeling for the land.
- Create a piece of visual art (e.g., painting, photo collage, carving, beadwork, etc.) that represents a verse of the song.
- Create a dance that represents the feelings communicated in the song.
- Translate a verse and the chorus of the song into Inuktitut.
- Create a short role-play, tableau, or skit representing the whole song or parts from it.

Create success criteria with the students so that they know and understand what is expected from them while completing this project. Teachers may use their discretion to decide if students will complete projects individually or in pairs/small groups. Provide students with at least three to four hours to complete the required creative work for this project.

Closure (processes for recapping, looking ahead), Time (30-45 minutes, depending on number of students)

Ask students to present their projects to the class. Since each project will be different, this process will look different for each student or pair/small group. Presentations may include reading new song lyrics; performing a musical, dramatic, or dance piece; or describing the meanings behind a visual art piece. Teachers may use their discretion to decide if these presentations will take place in the classroom or out on the land.

Student Reflection on Learning (i.e., critical thinking questions to extend the learning)

Some possibilities for student reflections include:

- gathering in a circle for students to share their feelings about the learning process
- asking students to write a journal or otherwise written reflection of their learning
- holding student-teacher conferences to debrief (see Teacher Reflection that follows)

Extension Ideas & Additional Resources

Some possibilities for extension could include:

- hosting an art show for the community to come view students' land-inspired visual, musical, dramatic, or dance pieces
- video or audio recording student projects to share with others
- incorporating a rich writing task into the project (e.g., a biography of Susan Aglukark, a letter to Susan Aglukark about students' feelings about the land, etc.)

Teacher Reflection *(e.g., notes for next time)*

By conducting conferences with each group or individual, I will be able to assess how well the students are able to respond to questions that extend their personal thinking, while also having a chance to provide feedback that highlights areas where they've done well and improved, offer words of encouragement, and discuss areas for improvement.