



Canada C3 Digital Classroom Learning Module

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Learning Module Title: Hunting and Gathering

Grade(s)/Teaching Division(s): Grade 6

Subject(s)/Course(s): Art

Time: Six 50-minute classes for preparation + Heritage Fair period

Learning Module Topic & Description

These Art lessons will prepare students to display their hunting- and gathering-inspired artwork in a Heritage Fair setting. This will include interview-based research, gathering relevant art pieces, and development of displaying one's art.

Essential Question(s)

- Do you know anyone that is skilled in hunting and gathering?
(If so, who are they and what makes them skilled?)
- What tools are essential for hunting and gathering in your community?

Canada C3 Central Theme(s) Addressed

This Learning Module fits under the theme of *Environment* because it is based on the hunting and gathering practices in the land and ocean that surrounds Northern Labrador. It investigates how the Inuit utilize their environment for survival. The students will also learn that they should only take what they need to ensure continuity/sustainability.

Learning Objective(s)/Goals

Students will learn more about their culture and the environmental resources in their community. They will share their learning with the wider community through a Heritage Fair that displays their artwork.

Essential Concepts/Knowledge/Skills to be Learned/Applied

Students will:

- Develop a place-based understanding of hunting and gathering techniques
- Demonstrate their understanding through the arts

Curriculum Connections/Big Ideas

Newfoundland & Labrador Elementary Art Grade 6 curriculum:*

General Curriculum Outcome:

2 – Create and/or present, collaboratively and independently, expressive products in the arts for a range of audiences and purposes. (pp. 22-24, 26, 224-233)

Specific Curriculum Outcome:

2.8 – Use experiences from their personal, social, and physical environments to create art. (pp. 26, 31, 226)

* 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

I want the students to learn more about where they came from, in relation to culture, community, and family.

I want them to learn about how to care for their environment with respect to maintenance and sustainability.

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"> - Students will be given a choice to work on their own or in pairs to create their Heritage Fair displays. - The class will learn as a whole group during discussions and guest speakers. 	<ul style="list-style-type: none"> - Art materials - Display boards - Internet connection for online research - Interview questions, paper, writing utensils - Relatives, Elders, and other community members who can teach about traditional knowledge
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"> - Class discussions will provide ideas for possible people students can approach for information, possible tools used, and how to acquire these tools. - Guest speakers will teach the class about traditional hunting and gathering techniques. - Students will engage in self-directed inquiry research and arts-based learning to create their Heritage Fair displays. 	<ul style="list-style-type: none"> - A deadline will be provided accommodating possible student absenteeism. - Although students will have six in-class sessions to work on their projects, they will also be able to work on projects at home. - In case of technology failure, students will still be able to conduct their research in collaboration with community members.

Accommodations & Differentiation Strategy *(to address different needs & preferences of students)*

- Ongoing through classroom inclusion efforts.
- Accommodations and differentiation will be provided as needed according to student IEPs (e.g., scribing, speech-to-text technology, environmental accommodations, etc.).

Assessment for Learning, Checking for Understanding, Success Criteria & Feedback

Success criteria for Heritage Fair displays will be co-constructed with students (based on past examples) so that students know what is expected of them. Questions and feedback will be ongoing. Student participation will be considered. Reflections will be asked of the students after their presentation of projects.

Motivational Hook *(process for acquiring & focusing students' attention)*

Students will be motivated by this project because it taps into their interests and provides culturally relevant material.

Open *(process for introducing/framing module & agenda)*

During the first class, students will be introduced to the task of developing a Heritage Fair project. They will be provided with examples of previous fair ideas and the class will co-construct the Success Criteria for what a successful project will consist of.

Body *(main instructional & learning processes to build understanding, skills, attitudes)*

Through guest speakers, interviews with community members, and online research, students will learn more about their culture's hunting and gathering practices from the past and current practices. Based on this learning, they will begin to plan and develop their art display that conveys their understanding of the material.

Consolidation *(processes for application & practice of knowledge, skills, attitudes)*

Through student-teacher conferences, peer evaluations, and self-reflections, students will have opportunities to review their work at the end of each class and make any necessary adjustments in subsequent classes.

Closure *(processes for recapping, looking ahead)*

The closure of this Learning Module will consist of the Heritage Fair presentations made by the students to their peers, family, and community.

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

Students will be asked to write a reflection on their experience undertaking the project and displaying their work to the public. Possible writing prompts include:

- What was your favourite part of this project?
- What part of the process (e.g., learning from Elders, conducting research, creating the art piece, presenting to the community) was the most successful for you? – What part was the most challenging?
- What have you learned about yourself and your history, identity, and culture through this learning experience?

Extension Ideas & Additional Resources

- Classes could partner with another school from a different region and share their findings in relation to hunting and gathering practices in their local area (or further afield).
- Classes could do a mini-fair for school staff, peers, and other classes in the school to get a general idea of questions that may arise in preparation for the formal Heritage Fair for the community.

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

- I will observe how students respond to the project, what challenges they encounter, and what they are successful with.
- I will be in contact with the parents of the students to discuss outcomes and their children's progress.