



Rawhide Containers
Kainai
Early 20th century
P0006691



Birch Bark Basket
Early 1900's
P0006899



Mask
Yup'ik
Early 1900's
P0006697



Bukwus mask
Kwakawaka'wakw
1960's
P0007587

Comparing Cultures Teacher's Program Guide

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Teacher's Program Guide for School Visits

Comparing Cultures is a program designed for the Grade 5 Social Studies curriculum. In this program students will explore the clothing, tools and art created by various Aboriginal groups in Canada featured in Glenbow Museum's permanent *Native Cultures* gallery. They will also discover each group's distinctive relationship with the land. The program begins with a discussion about culture. Students then rotate through the gallery gathering information about each region. This information is recorded and discussed, comparing and contrasting the cultures. Students then explore artifacts through an inquiry-based learning process to identify which Aboriginal culture they belong to. The program culminates in students sharing their findings.

This guide will assist you in preparing for your visit to Glenbow Museum. It contains curriculum connections, vocabulary terms, and pre & post visit activities. Engaging in the suggested activities before and after your visit will reinforce the ideas in the program and link classroom learning to the Museum experience. Most activities require few materials and can be adjusted to meet the age and needs of your students.

CURRICULUM CONNECTIONS

Grade 5: Canada: The Land, Histories and Stories

5.1.1 Value Canada's physical geography and natural environment:

- Appreciate the variety and abundance of natural resources in Canada
- Appreciate how the land sustains communities and the diverse ways that people have of living with the land

5.1.2 Critically examine the physical geography of Canada by exploring and reflecting upon the following questions and issues:

- What are the differences and similarities between the regions of Canada?

5.2.1 Appreciate the complexity of identity in the Canadian context:

- Recognize oral traditions, narratives and stories as valid sources of knowledge about the land, culture and history.

5.2.2 Critically examine the ways of life of Aboriginal peoples in Canada by exploring and reflecting upon the following questions and issues:

- How are Aboriginal cultures and ways of life unique in each of the western, northern, central and eastern regions of Canada?
- How were the natural environment and geography of each area of Canada determining factors of the diversity among Aboriginal groups?

VOCABULARY

Aboriginal Peoples – The descendants of the original inhabitants of North America. First Nations, Inuit, and Métis peoples have unique heritages, languages, cultural practices and spiritual beliefs.

Community – A group of people with commonalities that may include culture, language, values and beliefs, interests, practices and ways of life, history and /or geographically defined shared space.

Cultural Diversity – Differences in groups having a variety of languages, ethnicities, nationalities, with in a shared space.

Cultural Heritage – The beliefs, customs, knowledge, values and historical experiences shared by a given group

Culture – The beliefs, values, socially transmitted behaviors and traditions, language, arts and other human endeavors considered together as being characteristics of a particular community, period or people.

First Nations – Refers to the various governments of the First Nations peoples of Canada. There are over 630 First Nations across Canada with 46 in Alberta.

Inuit – A member of any of the several Aboriginal peoples who live in coastal regions of the Canadian Arctic and in Greenland.

Métis Nation – A group of individuals who are associated with a recognized Métis family or community and who self-identify as Métis people.

Traditions – Beliefs, principles or ways of acting which people in a particular society or group have continued to follow for a long time, or all of the beliefs, principles or ways of acting in a particular group or society.

LESSON PLANS

Recommended Grade: Grade 5

Materials: Two photos (included in package), Venn diagram (sample below)

PRE-VISIT ACTIVITY

This activity provides students the opportunity to look closely at objects and what they can tell us about the culture that made or used it. It will also introduce students to stories and traditions important to First Nations cultures in Canada.

INSTRUCTIONS

1. Start a discussion about culture. What does the word 'culture' mean to you? What factors shape a culture? (Food, clothing, values, beliefs, religion, holidays, celebrations, art, climate, natural resources, etc.)
2. Show Photo 1 and ask students to describe what they see. Give clues if needed or tell them the materials.
 - What colour is it? Does it have a design?
 - What could it be made of? Where can you get those materials from?
 - Where could the object come from?
 - How was it used?
 - What can you learn about the culture that used it?
3. Show Photo 2 and ask the same questions. What do they notice is different about it? The same?
4. Using a Venn diagram, either together as a class, in groups, or individually, compare and contrast the two masks and the cultures that used them.
5. Wrap up by summarizing what they have found out about the object, and point out how much is possible to learn about a culture by looking closely at objects used or made by them. When they come to the museum they will be able to see more artifacts from these cultures and learn more about them.

POST-VISIT ACTIVITIES

1. Using the organizer below, create a list of words and/or artifacts that describe each of the regions the students saw in the Native Cultures gallery. Use these words to create a collage of each region. The collage could be made of words created on the computer using specific fonts and colours for each region OR this could be done with markers or pencil crayons. The collage could also be made of images of artifacts or materials representative of the region.

2. Use a jigsaw method of learning to find out more about each region. In four groups, have each group research one of the four regions (east, west, south, or north). Each person in the group is responsible for a different aspect of that culture. For example, one person from each group could be responsible for researching food, another housing, another stories and traditions, etc. Each person researching food, for example, will then collaborate with the others researching food to find out information and share with each other. They will then return to their original region groups and teach the others about their subject. It may be useful to record information on a chart such as the one below.

Photo 1



Photo 2



Photo Information

Photo 1

Title: Bukwus

Date: ca. 1960s

Catalogue #: R53.113

Description: Probably created by Sam Johnson, Kwakwaka'waka culture, (originally Kwakiutl), British Columbia. This carved cedar wood mask represents Bukwus, the wild man of the woods. He is a supernatural ghost-like figure associated with the spirits of people who have drowned. Bukwus lives in an invisible house in the forest and loves to dig for clam shells on the beach. He tries to lure people to become like him by offering them his food.

Photo 2

Title: Mask

Date: early 20th century

Catalogue #: AB 1132

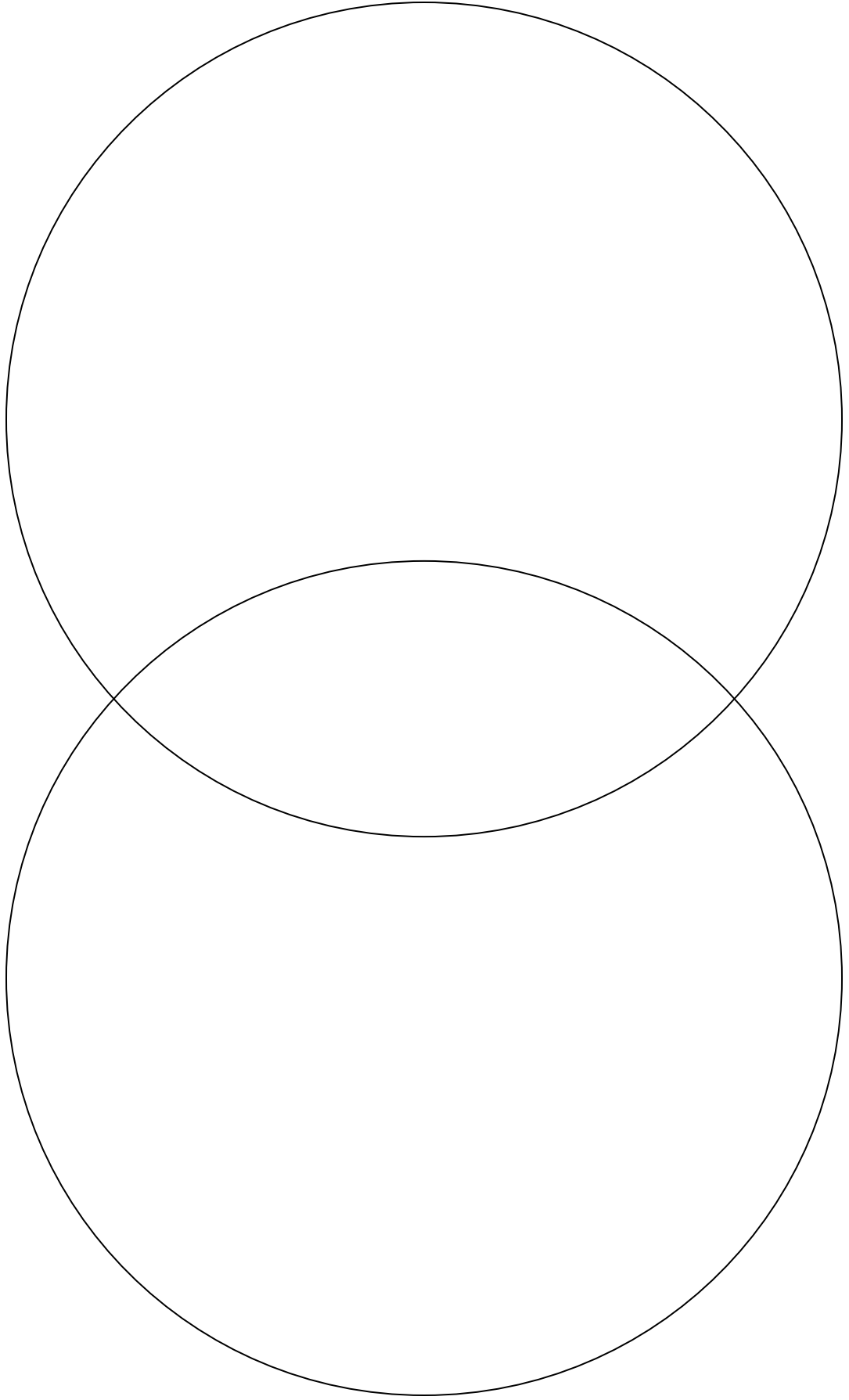
Description: Yup'ik mask, Alaskan Inuit. Made of driftwood, spruce root, and metal nails. Yup'ik masks made the invisible visible. They are the physical representations of encounters with the spirit world. Spiritual leaders design the masks to represent beings they have seen while in a trance. Every element and motif of a mask has a special purpose, the meaning of which is known only to the creator of the mask.

This particular mask is a long driftwood mask carved to represent four creatures. It has a round-faced figure at the top with attached outstretched arms, and an elongated face in the centre with curved, thumbless hands. There is also a black fish with small round red eyes and crescent gills, with its body split to extend up each side of the mask, as well as the bottom part of a face with a rounded snout and four pegged teeth. The curved hoop at the back is a bent cedar hoop bound in four places with spruce root. The reverse of the mask is hollowed out with a chin rest near the lower edge. The eyes of the top and bottom faces and the eyes and mouth of the central figure are pierced through the wood.

**First Nations
Masks**

Photo 1

Photo 2



	North	East	West	South
<i>Land/ Climate</i>				
<i>Food</i>				
<i>Clothing</i>				
<i>Housing</i>				
<i>Transportation</i>				
<i>Traditions/ Legends</i>				

RESOURCES

WEBSITES

Canada's Arctic www.arctic.uoguelph.ca

An interactive website with lots of information on animals and plants, as well as Inuit legends.

Yup'ik Masks – Arctic Studies Center <http://www.mnh.si.edu/arctic/features/yupik/index.html>

Learn more about Yup'ik masks and see other examples from the Smithsonian's Arctic Studies Center.

The Story of the Masks – U'mista Cultural Society

http://www.umista.org/masks_story/en/ht/index.html

See and read the stories of masks, including Bukwus, used by the Pacific Northwest cultures and learn about other traditions such as the potlatch and dances.

First Nations & Inuit – EcoKids

http://www.ecokids.ca/pub/homework_help/first_nations/index.cfm

A great kid-friendly site with an overview of the different regions and First Nations groups living in each one. Discusses food, clothing, shelter, and traditions.

NativeTech: Native American Technology and Art <http://www.nativetech.org/>

Though an American site, it still has some good information on Eastern Woodlands cultures. The Virtual Woodland Tour gives a good overview of their way of life.

Niitsitapiisini: Our Way of Life – Glenbow Museum <http://www.glenbow.org/blackfoot/>

Explore and learn about the Blackfoot people in Glenbow's own interactive website.

PRINT

Bobbie Kalman. *A Visual Dictionary of Native Communities*. Crabtree Publishing

An overview of Native communities in North America, covering topics such as food, clothing, homes, and transportation.

OUR COLLECTIONS

<http://www.glenbow.org/collections/>