

# **21<sup>st</sup> Century Learning** | Links to Our Collection

## **HONOURING TRADITION: REFRAMING NATIVE ART**

Welcome to

*21<sup>st</sup> Century Learning – Links to Our Collection.*

This online module and supplemental education guide was developed to allow access to hundreds of digitized images and lesson plans from Glenbow Museum's collections.

Our hope is to extend our vision of

'More people, interacting with art, culture and ideas more often.'

Please visit and enjoy *21<sup>st</sup> Century Learning – Honouring Tradition: Reframing Native Art.*

# EDUCATION MODULE



**Boy's Weaseltail Suit** [detail], Apatohsippiikani, late 19<sup>th</sup> century,  
Collection of Glenbow Museum, AF 5404

# **CONTENTS**

Education Module

Maps

Listing of Artifacts and Images

Vocabulary

Curriculum connections

Lesson Plans

Lesson One: *Honouring Traditions: The Land, Community, and Stories*

Grades 1 – 5

Lesson Two: *Identity in Aboriginal Art*

Grades 9 – 12

Acknowledgements

Readings and Resources

## **INTRODUCTION**

Art has always been an integral part of Native People's lives. It was interwoven with the production of tools, the construction of dwellings and the manufacture of clothing. While European cultures separate art as a practice that is distinct from most aspects of daily life, First Nations people have a more holistic understanding of the world. Visual art has always been integrated with song, dance, ceremony and oral traditions. In these cultures it is not possible to speak of "art"; art is a part of everything. And yet, many non-Natives have an implicit belief that the development of an artistic tradition is the foundation for cultural progress and "civilization." For this reason, it is important to acknowledge the merit of visual art produced by First Nations people, even though we do so in a context outside of their own cultures.

## **HONOURING TRADITION**

Art created by Native people is an expression of honour and respect, both in the past and the present. Traditional art honours all the other living beings with whom we share the world. Spirituality is reflected in everything made by human hands. Contemporary art is honouring past traditions and values, and exploring ways to bring them into the present – urban and rural, national and international. Both traditional and contemporary art challenges all of us to think about the ways in which we honour and respect ourselves and our world.

## **HONOURING COMMUNITY**

Traditional art was made to honour those individuals who were held in high esteem in any community. There were many - from the Elders, to the chiefs and warriors, to the patriarchs and matriarchs, to the great hunters and to the children. Each person was honoured and respected for their unique role. I can honestly say that the children were held in the highest regard; they were and still are considered a gift from the 'Creator.' I should know I have three special gifts myself.

However, many Native people were wrenched away from their families, and contemporary artists are exploring issues of Native identity, relationships, and self-esteem in today's world.

## MAPS



### Aboriginal Territories

Aboriginal presence in Canada and elsewhere in the world is complex and fluid, extending beyond traditional territory to rural and urban communities.

As First Nations assert their cultural and political autonomy, they are rejecting the band names imposed by the Canadian government and identifying themselves by their traditional names. – Excerpt from *Honouring Tradition: Reframing Native Art*

## **LISTING OF ARTIFACTS AND IMAGES**

### **Girl's Coming of Age Outfit**

Deh Gah Got'ine, Fort Simpson

ca. 1890s

moosehide, glass beads, wool, porcupine quills, velvet, cotton, aluminium, bone, sinew

Collection of Glenbow Museum, AC 494, AC 495, AC 496, AC 497 A-B

### **Man's Shirt**

Na Dené

early 20<sup>th</sup> century

hide, porcupine quills, glass beads, feathers, paint, thread

Collection of Glenbow Museum, AC 1

### **Drum**

Siksika

early 20<sup>th</sup> century

hide, wood, paint

Collection of Glenbow Museum, AF 515 A-B

### **Mossbag**

Deh Gah Got'ine, Hay River

ca. 1890s

glass and metal beads, velvet, cotton, hide

Collection of Glenbow Museum, AC 343

Allen Sapp, Nahkawininiwak (Plains Cree) (b. 1928)

### **Traditional Pow-Wow, 1991**

acrylic on canvas

Collection of Glenbow Museum. Gift of Dr. Allen Sapp, R.C.A., O.C., S.O.M., 1998

998.021.001

### **Basket**

Na Dené

mid 20<sup>th</sup> century

birchbark, root

Collection of Glenbow Museum, AC 484

**Basket**

Tsilhqot'in (Chilcotin)

early 20<sup>th</sup> century

cedar root, spruce root, cherry bark, willow, bulrush, hide

Collection of Glenbow Museum, AD 42

**Mukluks**

Deh Gah Got'ine

late 20<sup>th</sup> century

caribou hide, wool stroud, wool yarn, rabbit fur, moose hair

Collection of Glenbow Museum, AC 318 A-B

**Bison Figure**

Northern Plains

ca. 1200

green quartzite

Collection of Glenbow Museum, AX 70

Mrs. Tashoots

Tahltan

**Dance Shirt**

ca. 1920s

caribou hide, glass beads, wool, cotton

Collection of Glenbow Museum, AC 57

**Sootsiman**

Kainai

early 20<sup>th</sup> century

rawhide, paint

Collection of Glenbow Museum, AF 3752 A-B

**Scraper**

Néhiyawak

late 19<sup>th</sup> century

elk antler, metal, hide, cotton laces

Collection of Glenbow Museum, AP 293

**Belt**

Siksika

early 20<sup>th</sup> century

hide, canvas, glass beads

Collection of Glenbow Museum AF 1540

Gerald Tailfeathers

Kainai (1925-1975)

**Blood Camps, 1956**

watercolour on paper

Collection of Glenbow Museum; Purchased, 1956

56.22.3

George Littlechild

Néhiyawak (b. 1958)

**Cross Cultural Examination #2, 2007**

inkjet on paper

Collection of Glenbow Museum; Purchased with funds from the Historic Resource Fund, 2008

2008.111.001

Jane Ash Poitras

Denesuline (b. 1951)

**Living in the Storm Too Long, 1992**

xerox, photographs, newsprint and acrylic on canvas

Collection of Glenbow Museum; Purchased with support from the Canada Council for the Arts

996.025.001

Terrance Houle and Jarusha Brown

Kainai/Nahkawiniwak (b. 1975) and Canadian (b. 1977)

**Untitled # 7 (from the Urban Indian Series), 2006**

c-print on paper

Collection of Glenbow Museum; Purchased with funds from the Historic Resources Fund, 2007

2007.037.007

Judy Chartrand, Néhiyawak (b. 1959)

**Métis Soup Cans, 2007**

low-fired clay, glaze, luster, wood

Collection of Glenbow Museum; Purchased with funds from the Historic Resource Fund,

2008.102.001 A-AW

## **VOCABULARY**

**Artifact** - An object produced or shaped by humans, especially a tool, weapon or ornament of archaeological or historical interest.

**Aboriginal** – In addition to the definition of Aboriginal Peoples, Aboriginal refers to the first inhabitants of a given area.

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

**Ceremony** - The formal activities conducted on some solemn or important public or state occasion; a formal religious or sacred observance;

**Collective Identity** — Sense of belonging to a community or group, established and strengthened through common characteristics and interests. Culture and language are determining factors in the formation of collective identity.

**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.

**Environment** – What constitutes immediate surroundings and can include physical, human and natural elements.

**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.

**Group** - People who are together and connected by shared interests and characteristics.

**Honour** - Honesty, fairness, or integrity in one's beliefs and actions: a source of credit or distinction: high respect, as for worth, merit, or rank

**Natural resources** – Elements of the natural environment that are of use to humans. They include nonrenewable and renewable resources. Nonrenewable resources, such as oil, natural gas and minerals, are limited in quantity; renewable resources, such as forests, water and fish, can be regenerated and can last indefinitely if used carefully.

**Symbol** - A letter, figure, or other character or mark or a combination of letters or the like used to designate something.

**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.

**Traditional** – Of or pertaining to traditions or characteristics of past styles, ways of life. Today, people value their cultural traditions and struggle to keep alive the practices of the past in the face of a rapidly changing society.

# **CURRICULUM CONNECTIONS**

## **ART**

### ***Elementary***

Reflection: responses to visual forms in nature, designed objects and artworks

Depiction: development of imagery based on observations of the visual world.

Expression: use of art materials as a vehicle or medium for saying something in a meaningful way.

### ***Junior High/High School***

Encounters: where we meet and how we respond to visual imagery.

## **LANGUAGE ARTS**

1.1 Discover and Explore

1.2 Clarify and Extend

2.2 Respond to texts

3.1 Plan and Focus

3.3 Organize, Record and Evaluate

3.4 Share and Review

4.3 Present and Share

5.1 Respect Others and Strengthen Community

5.2 Work Within a Group

## **SCIENCE**

Grade 1—Topic E: Needs of Plants and Animals

Grade 2—Topic E: Small Crawling and Flying Animals

Grade 3—Topic E: Animal Life Cycles

Grade 4—Topic A: Waste and Our World

## **SOCIAL STUDIES**

1.1 My World: Home, School, and Community

1.2 Moving Forward with the Past: My Family, My History and My Community

2.1 Canada's Dynamic Communities

2.2 A Community in the Past

4.1 Alberta: A Sense of the Land

4.2 The Stories, Histories and Peoples of Alberta

5.1 Physical Geography of Canada

5.2 Histories and Stories of Ways of Life in Canada

9.1 Issues for Canadians: Governance and Rights

10-1 Issue 1: To what extent should globalization shape identity?

10-1 Issue 2: To what extent should contemporary society respond to the legacies of historical globalization?

20-1 Issue 1: To what extent should nation be the foundation of identity?

20-1 Issue 4: To what extent should individuals and groups in Canada embrace a national identity?

30-1 Issue 1: To what extent should ideology be the foundation of identity?