

<b>Lesson Title/Focus</b>	<b>Inuksuks</b>	<b>Date</b>	Monday November 19 Tuesday November 20
<b>Subject/Grade Level</b>	Art/Grade 2 Social Studies/Grade 2 E.L.A./Grade 2	<b>Time Duration</b>	30:00 minutes (x3)
<b>Unit</b>	Inuit communities/Painting with tints	<b>Teacher</b>	Koreen Klassen

**OUTCOMES FROM ALBERTA PROGRAM OF STUDIES**

<b>General Learning Outcomes:</b>	<p><u>Social Studies</u> 2.1 Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.</p> <p><u>Art</u></p> <p><u>E.L.A</u> 2. Students will listen, speak, read, write, view and represent to comprehend and respond personally and critically to oral, print and other media texts.</p> <p>5. Students will listen, speak, read, write, view and represent to respect, support and collaborate with others.</p>
<b>Specific Learning Outcomes:</b>	<p><u>Social Studies</u> 2.1.3 - investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:</p> <ul style="list-style-type: none"> <li>• What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (SLO #1)</li> <li>• How does the physical geography of each community shape its identity? (SLO #2)</li> </ul> <p><u>Art</u> Component 6 - QUALITIES AND DETAILS: Students will represent surface qualities of objects and forms.</p> <ul style="list-style-type: none"> <li>• D. Color can be lightened to make tints or darkened to make shades. These tints or shades are also referred to as tone or value. (SLO #3)</li> <li>• E. Images are stronger when contrasts of light and dark are used. (SLO #4)</li> </ul> <p>Component 10 (i) - PURPOSE 4: Students will express a feeling or a message.</p> <ul style="list-style-type: none"> <li>• B. Specific messages, beliefs and interests can be interpreted visually, or symbolized. (SLO #5)</li> </ul> <p>Component 10 (iii) - MEDIA AND TECHNIQUES: Students will use media and techniques, with an emphasis on exploration and direct methods in drawing, painting, print making, sculpture, fabric arts, photography and technographic arts.</p> <ul style="list-style-type: none"> <li>• B. Painting: Learn simple brush skills: holding and unloading the brush, applying paint, cleaning the brush. (SLO #6)</li> </ul> <p><u>E.L.A.</u> 5.1 Respect Others and Strengthen Community: Appreciate diversity: discuss the experiences and traditions of various communities portrayed in oral, print and other media texts. (SLO #7)</p>

**LEARNING OBJECTIVES**

Students will:

1. Demonstrate an understanding of a cultural characteristic of the Inuit community.
2. Identify how the physical geography of a community shapes its identity.
3. Recognize that color can be lightened to make tints.
4. Recognize that images are stronger when contrasts of light and dark are used.
5. Recognize that specific messages can be interpreted visually, or symbolized.
6. Demonstrate simple brush skills involved in painting (i.e. holding and unloading the brush, applying paint, cleaning the brush)
7. Identify the traditions of an Inuit community portrayed in oral, print and other media texts.

**ASSESSMENTS**

<b>Observations:</b>	<ul style="list-style-type: none"> <li>• Responses to questions</li> </ul>
<b>Key Questions:</b>	<ul style="list-style-type: none"> <li>• How are inuksuit a cultural characteristic of the Inuit community?</li> </ul>

	<ul style="list-style-type: none"> <li>• How did the physical geography of the Inuit community affect communication?</li> <li>• How can you make tints of a certain color?</li> <li>• Why did I use white to draw the rocky physical geography?</li> <li>• What are the purposes of inuksuit?</li> <li>• What skills and steps are involved in painting?</li> </ul>
Products/Performances:	<ul style="list-style-type: none"> <li>• Inuksuk artwork</li> </ul>
LEARNING RESOURCES CONSULTED	
<ul style="list-style-type: none"> <li>• <i>Make Your Own Inuksuk</i> by Mary Wallace</li> <li>• Alberta Program of Study</li> </ul>	MATERIALS AND EQUIPMENT
	<ul style="list-style-type: none"> <li>• PowerPoint slide of Inuit physical geography</li> <li>• <i>Make Your Own Inuksuk</i> by Mary Wallace</li> <li>• Blank white paper (x22)</li> <li>• Black construction paper (x44)</li> <li>• Blue paint (x4 pots)</li> <li>• Light blue paint (x4 pots)</li> <li>• Brushes (x12; approx 1" width)</li> <li>• Buckets of soapy water (x2)</li> <li>• Scissors (x12)</li> <li>• Glue (at least 6)</li> <li>• White colored pencils (x12)</li> <li>• Tablecloths (x2)</li> </ul>
PROCEDURE	
Introduction	
	Time
<p><b>Attention Grabber</b> <b>Assessment of Prior Knowledge</b></p>	<p>Last week we talked about an Inuit community called Iqaluit.</p> <ul style="list-style-type: none"> <li>• Can anyone share with the class what they remember about this community?</li> <li>• What did the physical geography look like? (rocky, flat, tundra, treeless)</li> </ul> <p>I'll show a picture of the land on a PowerPoint slide.</p> <p>As you can see, they had a lot of rocks. Because they had no trees (no wood), they used rocks instead for a lot of things. One of those things was communication. The Inuit built structures of stones or rocks called inuksuit to communicate with people who travelled across Canada's northern lands. If we were travelling across the Arctic, instead of seeing a signpost (made of wood) that would tell us where to go, we'd see an inuksuk. There are also inuksuit that mark good resting places, or identify Inuit family's homes. So if there are different messages that Inuksuit represent, <b>SLO #5 SLO #7</b></p> <ul style="list-style-type: none"> <li>• Do you think they'd all look the same? (no)</li> <li>• Who decides what the inuksuk means? (the builder)</li> </ul> <p>[Then I'll read from the first 2 pages of the book to reinforce what inuksuit are and what their purposes were. Then I'll flip through the book so the students can see what different kinds of inuksuit look like; I'll also read their labels.]</p> <ul style="list-style-type: none"> <li>• Pg 1: "a magical scene: an inuksuk at dusk."</li> <li>• Pg 2: "this little human-like inuksuk was built recently. It seems to be basking in the beauty of the evening sky." People still build inuksuit, but their meanings have changed.</li> <li>• Pg 11: "wherever you chose to place your inuksuk, remember that its meaning is the one that you, the builder, have given it."</li> <li>• Pg 12: "this inuksuk made of carefully balanced round stones marks a good fishing spot."; "round, broken, and flat stones." Different shaped stones were used.</li> <li>• Pg 13: "this broken stone inuksuk points to the moon in the evening sky"; "these flat beach pebbles balance to make a playful group of sunny inuksuit"</li> <li>• Pg 14: different types of stones and different shapes of inuksuit.</li> <li>• Pg 18: " five round river rocks indicate that this site is a restful place"</li> <li>• Pg 19: "the sunset silhouettes these stacked stone inuksuit" We will use this idea of silhouettes in our artwork today.</li> <li>• Pg 21: an example of an inuksuk carefully designed to represent</li> </ul>
	<p><b>11:30am</b></p> <p>7:00 minutes</p>

	<p>beauty and balance.</p> <ul style="list-style-type: none"> <li>• Pg 22: “this inuksuk serves as a place to leave messages” Silhouetted.</li> <li>• Pg 23: “this silent messenger stands tall. Perhaps it is telling us that this is a safe place to be.”</li> </ul>	
<b>Advance Organizer/Agenda Transition to Body</b>	<ol style="list-style-type: none"> <li>1. Show exemplar and explain that we’ll be creating our own inuksuk artwork.</li> <li>2. Show black paper with pre-drawn “rocky land” <b>SLO #4</b> <ul style="list-style-type: none"> <li>• Why did I use white?</li> <li>• Explain that students will cut along this line to make the physical geography – the flat, rocky land</li> </ul> </li> <li>3. The rest of the black paper will be for students to make/draw/cut out their stones <ul style="list-style-type: none"> <li>• What color will you use and why? <b>SLO #4</b></li> </ul> </li> <li>4. I will do a quick demo of drawing and cutting out rocks <ul style="list-style-type: none"> <li>• Rock shapes differ based on what you’d find on the land, and also what you’re looking for. <b>SLO #5</b></li> </ul> </li> <li>5. I’ll do a quick demo of how I made the two shades of blue: adding white to the original blue makes a lighter blue – tint. <b>SLO #3</b></li> <li>6. I’ll explain that half the class (tables 1, 2, and part of table 3) will begin with building the inuksuks (drawing, cutting, etc.). The other half of the class (the other part of table 3, and tables 4 and 5) will start with painting the sky.</li> </ol>	3:00 minutes
<b>Body</b>		<b>Time</b>
<b>Learning Activity #1</b>	<p><u>Building Inuksuit</u></p> <ol style="list-style-type: none"> <li>1. Students will cut out the rocky physical geography</li> <li>2. Students will draw their rocks/stones with WHITE colored pencil. Students should also decide what their inuksuk will mean. <b>SLO #5</b> <b>SLO #4</b></li> <li>3. Students will cut out their rocks</li> <li>4. Students will paperclip their physical geography and rocks together and put them in pencil boxes. These pencil boxes will remain at their desks until we’re ready to put everything together in the afternoon.</li> <li>5. Students will clean up their area</li> <li>6. Students will go to the carpet and read if they’re done early.</li> </ol> <p>This list will be on a piece of paper at the two tables for this center.</p>	<p><b>11:40am</b></p> <p>20:00 minutes</p>
<i>Assessments/ Differentiation:</i>	<ul style="list-style-type: none"> <li>• Collection of products: creation of rocks <b>SLO #4</b></li> <li>• Conversation: meaning of inuksuit <b>SLO #5</b></li> </ul>	
<b>Learning Activity #2</b>	<p><u>Painting the background (sky)</u></p> <p>*Students who generally struggle in the class will paint first, if possible.</p> <ol style="list-style-type: none"> <li>1. I will have the exemplar at this center and I will remain at this center to guide painting.</li> <li>2. Students will put their names on the backs of their pages.</li> <li>3. I will describe the project: we’ll paint darker blue on the top half of the page, and then we’ll go over it with lighter blue. <ul style="list-style-type: none"> <li>• We’ll talk about how the sky doesn’t always look the same color.</li> <li>• We have two tints of blue to make the sky; the two tints will blur together. <b>SLO #3</b></li> <li>• We’ll talk about the contrast of the light blue sky with the black silhouetted inuksuit and landscape <b>SLO #4</b></li> </ul> </li> <li>4. We’ll talk about the skills involved in painting: holding and unloading the brush, applying paint, cleaning the brush. I’ll guide the painting. <b>SLO #6</b> <ul style="list-style-type: none"> <li>• I will stress that students shouldn’t make their pages too wet (use too much paint), otherwise the pages won’t dry. I’ll use the analogy of paper towel: if it gets too wet, it starts to disintegrate and break apart!)</li> <li>• Start with darker blue paint. Make clean strokes back and</li> </ul> </li> </ol>	<p><b>12:40pm</b></p> <p>20:00 minutes</p>

	<p>forth across the page until about halfway down.</p> <ul style="list-style-type: none"> <li>• Dip brushes in lighter blue paint. Start from 2<sup>nd</sup> stroke down of darker blue and repeat the process. The lighter blue shade should go all the way to the bottom of the page.</li> <li>• Paint amount/consistency should be the same over the whole page.</li> </ul> <p>5. After painting is done and brushes are in buckets of soapy water, students can wash their hands. Students who are finished early can go to the back carpet to read.</p> <p>6. I will ask a few (reliable and responsible) students if they want to help me clean the brushes. <b>SLO #6</b></p> <p>7. Finished paintings can go to the side of the classroom to dry.</p>	
Assessments/ Differentiation	<ul style="list-style-type: none"> <li>• Collection of products: Sky paintings <b>SLO #3</b></li> <li>• Performances: skills and steps involved in painting <b>SLO #6</b></li> <li>• Conversation: discussion of contrast of light blue sky with dark silhouettes of rocks and landscape <b>SLO #4</b></li> </ul>	
<b>Learning Activity #3</b>	<p><u>Final Product</u> As a class, we'll put the pieces together to make the final product.</p> <ol style="list-style-type: none"> <li>1. I'll quickly demonstrate that the painted sky page is the background image. The rocky landscape will go at the bottom of the page, and the inuksuk will stand on the rocky landscape. <ul style="list-style-type: none"> <li>• I'll emphasize that there are two sides to each of the "rocks" and to the "landscape": a side that was traced on by the white colored pencil, and a side that was not traced on (all black). The all black side needs to be facing up so that the white lines can't be seen.</li> <li>• Students should lay out their pieces before gluing them down.</li> </ul> </li> <li>2. Students will get their painted sky pages from the side of the class.</li> <li>3. Students will get their landscape and rocks from their pencil boxes</li> <li>4. Students will lay out their landscapes and rocks on top of the painted sky pages.</li> <li>5. Students will glue their landscapes and inuksuit down.</li> <li>6. On the back of their pages, students will write a sentence describing the meaning of their inuksuk. <b>SLO #5</b></li> </ol>	<p><b>2:20pm</b></p> <p>20:00 minutes</p>
Assessments/ Differentiation	<ul style="list-style-type: none"> <li>• Collection of products: completed inuksuk artwork with sentences <b>SLO #5</b></li> <li>• Observation: students recognize traditions used by Inuit <b>SLO #7</b></li> </ul>	
<b>Closure</b>		<b>Time</b>
<b>Assessment of Learning:</b>	<ul style="list-style-type: none"> <li>• <b>What are the purposes of inuksuit?</b> <b>SLO #5 SLO #7</b></li> <li>• <b>How are inuksuit a cultural characteristic of the Inuit community?</b> <b>SLO #1 SLO #7</b></li> <li>• <b>How did the physical geography of the Inuit community affect communication?</b> <b>SLO #2 SLO #7</b></li> </ul>	<p><b>2:40pm</b></p> <p>10:00 minutes</p>
<b>Reflections from the lesson</b>		