

## What is Your Medicine?

Resources used and possible considerations	<p>-Medicine Songs by Buffy Sainte-Marie [album] &amp; Medicine Paint: The Art of Dale Auger [collection]</p> <p>-Other possible supporting resources:            Melanie River's Art <a href="https://www.melanierivers.ca/">https://www.melanierivers.ca/</a>            Cheekbone Beauty <a href="https://cheekbonebeauty.ca/">https://cheekbonebeauty.ca/</a>            Cradleboard Teaching <a href="http://www.cradleboard.org/main.html">http://www.cradleboard.org/main.html</a></p> <p>Considerations: Students will need to have previous knowledge about colonization, residential schools, and historical and current issues that Indigenous people face. The below lesson framework is a general structure of this project; however, each teacher may tweak certain aspects for their specific students.</p>
Author/creator and/or literature background	<p>Artist(s):</p> <p>Buffy Sainte-Marie is a Cree singer-songwriter who describes herself as an innovative artist, tireless advocate, and disruptor of the status quo. She is a unique force in the music industry; she made one of the world's first electronic vocal albums and in 1982 she became the only Indigenous person to win an Oscar. The nineteen songs in her album <i>Medicine Songs</i> are about the Environment, Indigenous realities, alternative conflict resolution and more. Through this album, Buffy Sainte-Marie wants us to feel stronger and more capable of seeing the world around us clearly, like medicine through rhythmic healing, she describes this album as the soundtrack of resistance. (Buffy Sainte-Marie, 2020)</p> <p>Dale Auger was an artist and storyteller from the Bigstone Cree Nation in Northern Alberta. He obtained a Master's degree and Phd in Education, and was one of Canada's most evocative painters. <i>Medicine Paint</i> is a collection of Dale Auger's best works, presenting scenes that are spiritual, powerful, and inspiring. (Heritage House Publishing, 2020)</p>
UPE course connections (not exhaustive)	<p><b>Educ 460- Specialization I:</b> Through engaging in this project as a lesson plan example or by doing this project themselves, pre-service teachers will gain an understanding of the Alberta Program of</p>

	<p>Studies for Social Studies, ELA, Health, Art, and Music; developing disciplinary ways of knowing, being, and doing, and designing for deep understanding of learners.</p> <p><b>Educ 535- Specialization II:</b> Through engaging in this project as a lesson plan example or by doing this project themselves, pre-service teachers will gain an understanding of the Alberta Program of Studies for Social Studies, ELA, Health, Art, and Music; developing disciplinary ways of knowing, being, and doing, and designing for deep understanding of learners.</p> <p><b>Educ 520- Interdisciplinary Learning:</b> This project is an example of an interdisciplinary learning experience incorporating disciplinary knowledge and curricular outcomes from various subjects, such as Social Studies, ELA, Health, Art, and Music, that can be used to demonstrate this concept to pre-service teachers.</p> <p><b>Educ 530- Indigenous Education:</b> The use of Buffy Sainte-Marie and Dale Auger’s music/art as the entry point for this project is an excellent example for pre-service teachers of ways to incorporate the voices and knowledge of Indigenous artists and activists to help students learn about Indigenous Ways of Knowing and issues that Indigenous communities have and continue to face. The project highlights the importance and relevance of Indigenous literature content to learning in all grade levels.</p> <p>*This project could be adapted to be a collaborative project for pre-service teachers in Educ 520 and Educ 530*</p> <p><b>Educ 450- Diversity in Learning:</b> Through looking at this project-based learning experience pre-service teachers will have the opportunity to engage with social justice topics from an interdisciplinary perspective. They will gain an understanding of what it means to facilitate the representation of multiple cultures. Through looking at how this lesson uses Buffy Sainte-Marie’s Music and Dale Auger’s Art they will begin to understand the historical and present structures that continue to impact the lives of Indigenous people.</p>
K-12 connection	-Targeted grades: 7-12

	<p>-Subjects: Social Studies, ELA, Health, Art, Music</p> <p>-Cross curricular competencies: critical thinking; problem solving; managing information; creativity &amp; innovation; communication; collaboration; personal growth &amp; well-being.</p> <p><b>Assessment:</b></p> <p>Students will demonstrate their understanding of curricular outcomes through discussing, creating, writing, and ultimately sharing their projects in a final showcase. Formative assessment will be used by the teacher to collect evidence of learning throughout the project in the form of examples of student work, anecdotal comments, photos/videos of student work etc. Summative assessment will be the final project and showcase.</p> <p>During this project-based lesson, teachers will need to have a clear and concise idea of what outcomes they will be targeting and assessing. There are many outcomes that students will be engaged in throughout the project, but you may not need to assess for all of them.</p>
Materials	<p>-The album 'Medicine Songs' by Buffy Sainte-Marie &amp; the art collection 'Medicine Paint' by Dale Auger [incl. song lyrics]</p> <p>-Art/music materials for student projects</p>
Rationale	<p>Big idea: This is an interdisciplinary and multidisciplinary project-based learning experience using Buffy Saint-Marie's <i>Medicine Songs</i> and Dale Auger's art collection <i>Medicine Paint</i> as the entry point/hook. The essential question for this project is: "What is your Medicine?"</p> <p>Purpose: Students will explore and engage with Buffy-Sainte-Marie's music and Dale Auger's art to gain knowledge and understanding of concepts such as war, inequity, oppression, resistance, activism, spirituality, hope, resilience, love, survival, and agency. Through this project, students will be exposed to issues that Indigenous people have faced for generations, but also to current Indigenous voices that are in the world, producing art, and</p>

	<p>advocating for positive change. They will discuss the concept of medicine and what that word means through the artistic voices of Buffy Sainte-Marie and Dale Auger. Students will develop self reflection skills as they ask themselves what issues they care about, actions they can take, how they can express themselves, and ultimately what they experience as their own medicines. Students will present their responses to the essential question in a final showcase of their own art, music, expressions, and creations.</p>
Lesson/activities	<p>Day 1-2 [or longer if needed]: Study/Analyze Medicine Songs and Medicine Paint</p> <p>Day 1: Introduce the artists, Buffy Sainte-Marie and Dale Auger. Discuss their biographies and their artistic and activist work.</p> <ol style="list-style-type: none"> <li>1. Choose songs from Buffy Sainte-Marie's album, Medicine Songs, to listen to with the class [provide copies of the lyrics]. Before listening to the songs, discuss how as well as providing entertainment, songs can be used to bring people's attention to world issues and to inspire people to express themselves and find solutions to these issues.</li> <li>2. Discuss what students heard, felt, think about the songs.</li> <li>3. Discuss what the words mean.</li> <li>4. Have students write in a journal about what they heard, what they think the songs are about.</li> <li>5. Come up with some themes that the songs focus on [hope, resilience, racism] and list them on the board.</li> <li>6. Discuss these themes and how they exist in the world. Ask students to share their own experiences with these concepts.</li> </ol> <p>Day 2:</p> <ol style="list-style-type: none"> <li>1. Choose paintings from Dale Auger's art collection, Medicine Paint. Study the paintings, talk about what they see, what they think the paintings are saying.</li> <li>2. Come up with themes that have emerged from the conversations and interpretations of the paintings.</li> <li>3. Students can draw/paint some of their own experiences with these themes.</li> </ol>

	<p>Day 3-6: In groups, students can choose more songs or paintings from these collections to analyze and connect with. They can then choose some concepts that have emerged from their discussions and focus on these.</p> <p>Day 7-10: Students can create their own multidisciplinary piece of their choice to showcase their connection and learning about these concepts, and to answer the essential question.</p>

Supporting Sources (APA):

Cheekbone Beauty (<https://cheekbonebeauty.ca/>)

Cradleboard Teaching (<http://www.cradleboard.org/main.html>)

Heritage House Publishing. (2020). *Dale Auger*. Dale Auger Archives.  
<https://www.heritagehouse.ca/book-author/dale-auger/>

Melanie River's Art (<https://www.melanierivers.ca/>)

Sainte-Marie, B. (2020). *Biography*. [http://buffysainte-marie.com/?page\\_id=24](http://buffysainte-marie.com/?page_id=24)