

Title: Creating a Social Action Art Piece in Response to the National Inquiry of Missing and Murdered Indigenous Women

I am a junior highschool teacher in Calgary and have lived here my entire life. I am an Indigenous woman from George Gordon’s First Nation and many family members of mine have attended the previous residential school on the reservation. I myself have dealt with the impact of being ashamed of my identity and culture and want to share my journey of acceptance to educate and inspire other people to be proud of their identity.

Resources used and possible concerns	<p>Missing Nimama</p> <p>The content is sensitive and a possible trigger for many students. It follows a little girl who’s mom is a murdered and missing Indigenous female.</p>
Author/creator and/or literature background	<p>Florence, Melanie</p> <ul style="list-style-type: none"> <li>- “Florence is an award-winning writer of Cree and Scottish heritage based in Toronto”(Florence, 2015). She is best known for her works, “Missing Nimama” and “Stolen Words” with her interest in writing on Indigenous issues and characters shining through.</li> </ul>
UPE course connections (not exhaustive)	<p><b>Education 450 - Diversity in Learning</b></p> <ul style="list-style-type: none"> <li>- This lesson plan will allow pre-service teachers to develop an understanding of the federal issue of “Missing and Murdered Indigenous Women” (2019) . This experience will help pre-service teachers have access to a lesson they can use to help navigate the sensitive subject in order to bring awareness to such an important social issue</li> </ul> <p><b>Education 456 - Assessment</b></p> <ul style="list-style-type: none"> <li>- This lesson will allow pre-service teachers to observe how one lesson can have different forms of formative assessment (entrance slips, charting during group discussion, jigsaw activity and exit slips) to accommodate a diverse set of learners.</li> </ul> <p><b>Education 530 - Indigenous Education</b></p> <ul style="list-style-type: none"> <li>- This lesson will allow pre-service teachers to learn how to incorporate heavy topics, such as “Stolen Sisters' ’, murdered and missing Indigenous females, in a caring and compassionate manner. Understanding that social action art pieces can be a powerful way for us to inform and educate the public on important topics. Teachers will also be able to experience the lesson themselves and take it to be used in their own classes.</li> </ul>
K-12 connection	Grades 9-12

	<p>Social Studies</p> <ul style="list-style-type: none"> <li>- 9.1.3 appreciate how emerging issues impact quality of life, citizenship and identity in Canada (C, I, PADM)</li> </ul> <p>English Language Arts</p> <ul style="list-style-type: none"> <li>- 1.2 integrate own perspectives and interpretations with new understandings developed through discussing and through experiencing a variety of oral, print and other media texts</li> <li>-</li> </ul>
<p>Materials</p>	<ul style="list-style-type: none"> <li>- 1 copy of Missing Nimama</li> <li>- Technology (computers, ipads)</li> <li>- Paint, tape, cardboard, paper, glue</li> </ul>
<p>Rationale</p>	<p>Big idea: Students will learn about murdered and missing Indigenous females through the lens of social action art pieces. Students will begin by having “Missing Nimama” read to them and discussing the different voices represented in the book. They will then dive into a study of learning more about this topic and the organizations trying to bring awareness through traveling art installations. The students will complete a final project or create their own social action art or media piece using any medium to represent what they have learned or bring awareness to a topic they are passionate about.</p> <p>Purpose: Students will learn about murdered and missing Indigenous females by listening, reading, viewing and representing. They will also learn about how identity plays a key role when studying and understanding this topic.</p>
<p>Lesson/activities</p>	<p>If you are able to pair this activity to a time when “Walking with our sisters” or “REDdress project” is taking place in your city it is the best. Additionally, you can plan the lesson around “Sister’s in Spirit Vigil” which occurs on October 4th. You can teach these as individual lessons or all together as a unit.</p> <p>Before the lesson go through the book “Missing Nimama” and pull out an image that you as a teacher believe is thought</p>

provoking. Then, use an image from this link <https://www.jaimeblackartist.com/exhibitions/> to compare with the image you have chosen from the book. You should now have two images, one from “Missing Nimama” and one from the REDdress project.

1. Begin the lesson by telling your students that you will be learning about murdered and missing Indigenous women in Canada. Have a class discussion or think pair share with the classmate beside you to determine your students baseline knowledge on the topic (10 MIN).
  - a. What do you know or have heard about MMIW?
  - b. If you have heard about it, why do you think it's important?
  - c. Do you think the government and people in general are doing enough about it?
2. Show the two images side by side that you had gathered before the lesson, asking the students to copy and fill in the chart below (Appendix A) that they will later hand in as a form of formative assessment. After the lesson, tell the students that they will be creating their own social action art piece using a variety of media based on this topic or an area they are passionate about. (30min)
3. Read your students “Finding Nimama”. (Either after or prior to reading) take students outside or in a large gathering area and have them sit in a circle. Students do not have to speak but go around the circle and allow students to reflect on the story (30min). Guiding questions could be
  - What voices are represented in this story?
  - How is family depicted in this story?
  - How does the illustrations elicit a strong emotional response?
  - Did a deeper understanding or new information present itself after this story?
4. Dive into research as a class on this subject. Use these videos, articles, and websites to support your work. You may choose to organize the research with the following options or you may choose to give all options to students to enhance a diverse opportunity to access information and showcase understanding:
  - Videos (Show the videos and have your students

form written responses to these videos, along with classroom discussions)

<http://www.stolensisters.com/page3.html>,

[https://www.nfb.ca/film/finding\\_dawn/](https://www.nfb.ca/film/finding_dawn/)

[https://www.youtube.com/watch?v=w\\_Ec9ujP55k&feature=emb\\_title](https://www.youtube.com/watch?v=w_Ec9ujP55k&feature=emb_title)

- Articles (Have students go into small groups of 4 and read these states and articles, have them create a mind map of the information they have gathered through these articles.

<https://globalnews.ca/news/1336540/by-the-numbers-missing-or-murdered-aboriginal-women-in-canada/>

<https://www.theglobeandmail.com/news/national/fontaine-and-gross-two-missing-teens-garnered-two-different-responses/article20931444/>

- Websites (use these social action art pieces to help the students with the planning of their own)

<https://www.jaimeblackartist.com/exhibitions/>

<http://walkingwithoursisters.ca>

5. Now that the students have dived into the topic surrounding stolen sisters, now have them get creative to form their own. They may do this individually, in pairs or up to groups of 4. OPTIONAL: Take them to the Calgary Central library to experience an interactive Indigenous art piece.

<https://calgarylibrary.ca/connect/indigenous-services/indigenous-placemaking/2019-installations/>

Their piece may be in any medium they choose. If they would like to make it interactive like the Central Library piece, they can use the app HP Revel, on how to use this link watch this video: <https://www.youtube.com/watch?v=pEVKtPEcgQg>

6. Students must include an individual written or video response that they hand in with their social action art piece final project. The response and project must include:

- Research with sources cited
- Template and planning sheet of project
- Answers to the following questions:
  - What feelings you may experience when

	<p>viewing your visual text and why?</p> <ul style="list-style-type: none"><li>○ What visual techniques have you used to elicit emotional response from your audience?</li><li>○ What message are you trying to communicate in this visual text?</li><li>○ What are your researched views or what is the context of your visual text?</li><li>○ Reflect and summarize your understanding of your visual text.</li></ul> <p>7. Have your students put on an art display in your school. Have classrooms and parents visit to experience their social actions art pieces</p>
--	--

Supporting Sources (APA):

Black, J. (2020). The REDress Project. Retrieved August 31, 2020, from <https://www.jaimeblackartist.com/exhibitions/>

Canada's Fahrenheit Films. (2007). Stolen Sisters. Retrieved August 31, 2020, from <http://www.stolensisters.com/page3.html>

Florence, M., & Thisdale, F. (2015). Missing Nimama. Richmond Hill, ON:Clockwise Press.

Florence, M. (2015). My Story. Retrieved August 31, 2020, from <https://www.melanieflorence.com/my-story>

Logan, N. (2014, May 16). By the numbers: Missing or murdered aboriginal women in Canada. Retrieved August 31, 2020, from <https://globalnews.ca/news/1336540/by-the-numbers-missing-or-murdered-a-original-women-in-canada/>

Mason, G. (2014, October 04). Fontaine and Gross: Two missing teens garnered two different responses. Retrieved August 31, 2020, from <https://www.theglobeandmail.com/news/national/fontaine-and-gross-two-missing-teens-garnered-two-different-responses/article20931444/>

Mumford, C. (Director). (2012). When It Rains [Video file]. Retrieved 2020, from [https://www.youtube.com/watch?v=w\\_Ec9ujP55k&feature=emb\\_title](https://www.youtube.com/watch?v=w_Ec9ujP55k&feature=emb_title)

National Film Board of Canada. (2009, July 03). Finding Dawn. Retrieved August 31, 2020, from [https://www.nfb.ca/film/finding\\_dawn](https://www.nfb.ca/film/finding_dawn)

PowerPoint Spice. (2017). Make your Own Augmented Reality - with PowerPoint and HP Reveal (Formerly Aurasma) [Video file]. Retrieved 2020, from <https://www.youtube.com/watch?v=pEVKtPEcgQg>

The Spirit Within, 2019 Installations. (2019). Retrieved August 31, 2020, from <https://calgarylibrary.ca/connect/indigenous-services/indigenous-placemaking-2019-installations/>

Z, L. (2019). Reclaiming Power and Place: The Final Report of the National Inquiry into Missing and Murdered Indigenous Women and Girls. Retrieved August 31, 2020, from <https://www.mmiwg-ffada.ca/>

Appendix A

<b>Image 1</b>	<b>Image 2</b>
<b>First Impression</b> What immediate feeling are you experiencing when viewing this visual text?	<b>First Impression</b> What immediate feeling are you experiencing when viewing this visual text?
<b>Description</b> Take an inventory of this visual text by making a factual listing of what you see.	<b>Description</b> Take an inventory of this visual text by making a factual listing of what you see.
<b>Analysis</b> What visual techniques has the author used to elicit your emotional response?	<b>Analysis</b> What visual techniques has the author used to elicit your emotional response?

<b>Interpretation</b> What message do you think the author is communication in this visual text?	<b>Interpretation</b> What message do you think the author is communication in this visual text?
<b>Background Information</b> What do you know about the author's views or the context of this visual text?	<b>Background Information</b> What do you know about the author's views or the context of this visual text?
<b>Informed Judgment</b> Reflect on your responses & summarize your understanding of the visual text.	<b>Informed Judgment</b> Reflect on your responses & summarize your understanding of the visual text.