

# Elementary Lesson: Sweetest Kulu by Celina Kalluk

## Lesson created by Maya Anderson, 2020 Werklund Graduate

After getting a Bachelor of Arts from the University of Calgary in 2005, Maya has worked as an arts educator with many different organizations and young artists-in-training for the past 15 years. In 2018, Maya decided to become official and work towards getting a Bachelor of Education at the Werklund School of Education, which she achieved in 2020. She loved her learning journey so much that she wanted to continue working towards a Masters of Education. Her focus is on supportive, inclusive learning design through an arts immersion lens. She is passionate about experiential learning, interdisciplinary education, and the incorporation of student voice and choice. Maya is also fortunate to be the Mom of two amazing human beings who are her guinea pigs for all of her learning designs.

## Resources used and possible concerns

- Picture Book: Sweetest Kulu by Celina Kalluk
- Artwork by Kenojuak Ashevak

## Author/creator and/or literature background

- The picture book, Sweetest Kulu, is written by Celina Kalluk, an acclaimed Inuit throat singer. Celina Kalluk was born and raised in Resolute Bay, Nunavut, to Zipporah Kalluk and Leonard Thibodeau. Celina is also a visual artist and has illustrated several book covers and other literacy materials. Currently, she is the Inuktitut Language Specialist and Cultural Arts teacher for grades seven through twelve at Qarmartalik School in Resolute Bay. The book was illustrated by Alexandria Neonakis an illustrator and designer from Dartmouth, Nova Scotia (Indigo, 2020). It was published in 2014 by Inhabit Media.
- From the publisher: Lyrical and tenderly told by a mother speaking to her own little Kulu; an Inuktitut term of endearment often bestowed upon babies and young children, this visually stunning book is infused with the traditional Inuit values of love and respect for the land and its animal inhabitants.
- In this lovely poem, we hear the story of a mother describing the gifts given to a newborn by all the animals of the arctic.
- It teaches about the animals of the arctic and the gifts that the land and animals share with humans, making the values of love and respect for the land accessible to readers.

## UPE course connections

- **Educ 420 - Issues in Learning and Teaching.** In this lesson students will explore the value of animals, nature and land in our ecosystem. Respect for the land and its animal inhabitants are central Inuit values. In addition, students will share their thoughts and their final creation in a circle as well as self-reflect on their experience. Both of these practices are important aspects of Indigenous culture.
- **Educ 427 - STEM.** In this lesson students will explore animals in the arctic by creating artwork based on the animals in the book. This has a strong connection to the science of adaptations as well as colour mixing in the artwork. Students will also explore shapes in Kenojuak Ashevak's art. This has a strong connection to Math as well as geometry in real life.
- **Educ 435 - Literacy, Language, and Culture.** This resource connects all three elements of this course by encouraging practice with literacy, language and Inuit culture. It provides a way in which students can interact with literacy, particularly lyrical poetry, in an experiential manner. Students will explore literary devices such as personification, allegory, and repetition.
- **Educ 450 - Diversity in Learning.** This lesson highlights strategies on how to engage students with diverse needs in numerous ways. Learning activities include listening to stories, participating in group discussion, creating artwork and written statements, and taking part in kinesthetic activities such as group games based on the topic of the book. Additionally, learning is broken into manageable steps to

ensure that students of all levels are able to find success in the learning task.

- **Educ 456 - Assessment.** This lesson plan provides multiple ways to assess students, particularly where there are gaps in learning which allows teachers to adjust lessons based on students prior knowledge and grasp of concepts. Additionally, students are given the opportunity to show their knowledge in many ways, including verbally through discussion, visually through art creation, and through free writing. The lesson concludes with a self-reflection piece that is geared specifically for younger elementary students. This allows students to be part of the assessment process and engage in metacognition of the experience.
- **Educ 520 - Interdisciplinary Learning.** This resource connects literacy, social studies, science, fine art, and language learning in an interdisciplinary manner. Using the story as the basis for the lesson, learning outcomes from ELA, visual arts, science, and social studies are woven together throughout the lesson. Students explore Inuit language and culture in an experiential manner by creating an art piece that showcases their knowledge in a unique manner.

## K-12 connection

- Targeted age range: Grades K-3 but could be used with older students with the addition of a written artist statement for the piece that students create.
- Subjects: language arts, fine art, science, social studies
- English Language Arts:
  - Respond to texts
  - Appreciate artistry of texts
  - Present and share
  - Respect others and strengthen the community
  - Work within a group
- Visual Art:
  - Decorate items personally created
  - Create an original composition, object or space based on supplied motivation
  - Use media and techniques, with an emphasis on exploration and direct methods
  - Create emphasis based on personal choices
  - Add finishing touches
- Science:
  - Identify and evaluate methods for creating colour and for applying colours to different materials
- Social Studies:
  - Evaluate ideas and information from different points of view
  - Demonstrate skills of cooperation, conflict resolution and consensus building
  - Demonstrate skills of oral, written and visual literacy
  - Appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community
  - Investigate the physical geography of an Inuit community in Canada
  - Investigate the cultural and linguistic characteristics of an Inuit community
- Math:
  - Describe the characteristics of 2-D shapes, and analyze the relationships among them

## Materials

- Sweetest Kulu by Celina Kalluk
- Chart paper or white board
- Chart markers or white board markers
- Books about arctic animals
- iPads if available

- Printouts of Kenojuak Ashevak art
- Painting paper
- Pencils
- Watercolour or Tempera paint - Red, Yellow, Blue, White, Black
- Paint brushes
- Tablecloths or painting cloths for tables
- Paper for artist statement
- Printout of Self-Reflection forms

## Rationale

### Big idea:

Living things, like animals, plants, natural elements, and humans, work together in an ecosystem to provide for one another.

### Purpose:

This lesson provides an interdisciplinary and experiential learning activity that encompasses social studies, language arts, fine art and science. Through engaging with the story and reflecting on the cultural as well as artistic elements, as well as the artwork of Kenojuak Ashevak, students will have an appreciation for and understanding of Inuit culture. Students will explore how they connect with nature and the gifts that nature (land, natural elements, and animals) provides them. Through this, students will recognize and value how people, animals, and nature rely on one another.

## Lesson/Activities

### Lesson 1: Introduction to Arctic Animals

	Details	Assessment
<b>Engage</b>	Welcome students to class/lesson/activity and invite students to sit in a circle. Using a talking stick (or stuffy), encourage students to respond to prompt “What do you know about the arctic and Inuit people?” Students will pass the talking stick around the circle. The person with the talking stick is the only one who is allowed to speak. Students may pass the stick on without responding if they are not ready or would prefer to remain silent. If time permits, go around the circle one more time and allow those students who passed to speak if they are ready.	Formative Assessment: Anecdotal evidence about students' knowledge of Inuit culture and the arctic.
<b>Explain</b>	To provide context for the story, explain to students that there are many Indigenous communities around Canada, and many in Alberta. The Inuit are one of many groups of First Nations who live in very cold places of northern Canada, Greenland, the Arctic, and Alaska. Show students where Inuit live on a map.  Explain that today we will read about Inuit animals and the gifts they provide for the people who live in the arctic.  Read the book and stop to talk about the illustrations and the animals as you read the book. Stop at each animal and invite students to talk about what gift the animal gave to	Formative assessment: Anecdotal evidence of students prior knowledge of Inuit

	the baby.	
<b>Explore</b>	<p>After reading the story, invite students to share their favourite page and scene in the book.</p> <p>Invite students to think about the animals in the story and share things that they would like to know about arctic animals. Record their answers on a chart - What we want to know about arctic animals. (Add ideas if necessary)</p>	Formative Assessment: Anecdotal evidence of participation in the group discussion and brainstorming.
<b>Elaborate</b>	<p>After the brainstorming session, split students up into groups of 2-4. Allow each group to choose an arctic animal (you can assign animals or allow groups to pick an animal from a hat if decision making is difficult). Explain to students that they will use the books and iPads (if available) to find out information about their animal. Each group should find 5-10 interesting facts about their animals.</p> <p>Groups should record their information on a piece of paper (provide a graphic organizer for students who need one) so that they can share the information with the rest of the class.</p> <p>Using the information, students will individually create a poster of their animal facts to share with the rest of the class. The poster should include a title, a picture of their animal (hand-drawn or taken from an image search if doing digital posters), and 3-5 interesting facts about their animal. Depending on the supplies available and the level of the students, students can draw posters or use computers to create a poster in word or google docs.</p>	Formative assessment: Understanding of task and process. The teacher will circulate among students and assist where necessary.
<b>Evaluate</b>	<p>At the end of the creation time, invite the students back to the circle. Pass the talking stick around the circle and encourage them to share their creations with one another and reflect on their experience with the activity. Prompt students to share what they liked best, what worked well, what they learned and what they would do differently next time. Also invite students to share what gifts they think their animal would give to them. As before, only the student with the stick is allowed to talk, and if students wish to pass they may do so.</p> <p>Invite students to fill in their self-reflection form (see below). Go through the categories to make sure that students understand the criteria.</p>	Summative assessment: Assess completion of their animal poster based on criteria below. Students will fill in the self-reflection form.
<b>Lesson 2: The Art of Kenojuak Ashevak</b>		
	<b>Details</b>	<b>Assessment</b>

<p><b>Engage</b></p>	<p>Welcome students to class/lesson/activity and invite students to sit in a circle. Using a talking stick (or stuffy), encourage students to respond to prompt “What was something you learned in our last session?” Students will pass the talking stick around the circle. The person with the talking stick is the only one who is allowed to speak. Students may pass the stick on without responding if they are not ready or would prefer to remain silent. If time permits, go around the circle one more time and allow those students who passed to speak if they are ready.</p> <p>With students still sitting in the circle, play a few rounds of Walrus, Walrus, Narwhal (or other combination of arctic animals. Like Duck, Duck, Goose, students sit in a circle. Choose one student to be the Narwhal. The Narwhal walks around the circle, gently patting other students on the head, saying Walrus or Narwhal. If the person calls Narwhal, the student in the circle gets up from their spot. The Narwhals each run clockwise and counterclockwise around the circle to the open spot in the circle, trying to sit down first. The game continues with a new Narwhal.</p>	<p>Formative Assessment: Anecdotal evidence about students' knowledge of the previous session.</p>
<p><b>Explain</b></p>	<p>Explain to students that today we are going to learn about an Inuit artist named Kenojuak Ashevak.</p> <p>“Kenojuak Ashevak was one of Canada’s most acclaimed graphic artists. Her long list of achievements and honours is surpassed only by her stamina and good humour.</p> <p>Born on south Baffin Island at a camp area known as Ikirisaq, Kenojuak grew up traveling from camp to camp on south Baffin and in Arctic Quebec (Nunavik). As a young woman, she was married to Johnniebo and lived with him in various camps including Keakto, a scenic area seven miles from Cape Dorset. While still living at Keakto in the late 1950's, both Kenojuak and Johnniebo first experimented with carving and drawing. They moved to Cape Dorset in 1966 in order for their children to attend school, and continued to work closely together until Johnniebo's death.</p> <p>Kenojuak’s drawings were immediately captivating, and she was represented in almost every annual print collection since 1959. Her work has also been included in numerous special projects and commissions. In 1961 she was the subject of a film produced by the National Film Board about her traditional life and art. The film is still shown today, and was instrumental in introducing her to the world beyond Cape Dorset. In 1970 her print, <i>Enchanted Owl (1960)</i> was reproduced on a stamp commemorating the centennial of the Northwest Territories, and again in 1993 Canada Post selected her drawing entitled <i>The Owl</i> to be reproduced on their .86</p>	<p>Formative assessment: Anecdotal evidence of students prior knowledge of Inuit</p>

	cent stamp” (Dorset Fine Arts, n.d).	
<b>Explore</b>	<p>After telling the students about Kenojuak Ashevak’s life, show students some of her artwork. Print out some of her images or show them on a Smartboard if you have one. <a href="http://www.dorsetfinearts.com/kenojuak-askhevak">http://www.dorsetfinearts.com/kenojuak-askhevak</a></p> <p>Invite students to think about her art and the animals in her art. Ask students to share their thoughts about her art. What shapes do you see? What animals do you see? What colours do you see?</p> <p>Explain to students that we will create our own versions of arctic animal prints in the style of Kenojuak Ashevak. Show students the samples and explain to them how the steps for creating the artwork (1. Sketch the outline, 2. Paint the patterns in the background, 3. Paint the animal image, 4. Add details to the painting with crayons or oil pastels).</p> <p>Write steps on the board for easy reference.</p>	Formative Assessment: Anecdotal evidence of participation in the group discussion.
<b>Elaborate</b>	<p>Invite students to start sketching outlines for their animals and patterns. Play music while students do this and circulate amongst the tables to provide assistance or further instruction where necessary.</p> <p>Have visuals of Kenojuak Ashevak’s art strategically placed around the classroom for visual reference.</p>	Formative assessment: Understanding of task and process. The Teacher will circulate among students and assist where necessary.
<b>Explain</b>	<p>When the students have finished drawing their outlines, pause students to explain and demonstrate how to use watercolours and paintbrushes. Gather the students around a table that is set up with watercolours, paintbrushes, water cups and paper towels.</p> <p>The watercolours are sleeping and need to be woken up with a little bit of water. Use your paintbrush as a magic wand to wake up the watercolours. Dip the end of the paintbrush, like a ballerina on their tippy toes, into the water and then dab a little bit of water onto the watercolour. Use the paint to paint your image.</p> <p>When you need to change colours, dip your brush into the water cup, swirl it in the cup, wipe it off on the side of the cup, and then wipe it on a paper towel. Your brush is now ready for another colour.</p>	Formative assessment: Anecdotal evidence of students prior knowledge of using watercolours and using paintbrushes.
<b>Elaborate</b>	<p>Invite students to return to their tables and paint their outlines and patterns. Play music while students do this and circulate amongst the tables to provide assistance or further instruction where necessary.</p>	Formative assessment: Understanding of task and process. The Teacher will circulate among students and assist where necessary.

<p><b>Evaluate</b></p>	<p>At the end of the creation time, invite the students to walk through the classroom and go on a gallery walk of their creations. After the gallery walk, invite students back to the circle. Pass the talking stick around the circle and encourage them to share their creations with one another and reflect on their experience with the activity. Prompt students to share what they liked best, what worked well, what they learned and what they would do differently next time. As before, only the student with the stick is allowed to talk, and if students wish to pass they may do so.</p> <p>Invite students to fill in their self-reflection form (see below). Go through the categories to make sure that students understand the criteria.</p> <p>Spend time together cleaning up the paint supplies (wash brushes, put away paint palettes, empty water cups) and wiping down tables.</p>	<p>Summative assessment: Assess completion of their animal artwork based on criteria below. Students will fill in the self-reflection form.</p>
<p><b>Total Time</b></p>	<p>Approx. 85 mins per lesson NOTE: Lesson 1 could be split into multiple sessions Session 1: Read story, respond to story in sharing circle, brainstorm what we want to know about animals Session 2: Animal research and recording of information Session 3: Poster creation, sharing of poster, self-reflection</p> <p>NOTE: Lesson 2 could be split into multiple sessions Session 1: Recap story, recap arctic animals, play arctic animal game, introduce art of Kenojuak Ashevak Session 2: Recap art of Kenojuak Ashevak, begin creating artwork (draw outlines, start painting) Session 3: Finish painting, share artwork, self-reflection</p>	
<p><b>Supporting sources</b></p>		
<p>Dorset Fine Arts. (n.d.). Kenojuak Ashevak. Retrieved from <a href="http://www.dorsetfinearts.com/kenojuak-askhevak">http://www.dorsetfinearts.com/kenojuak-askhevak</a></p> <p>Indigo. (2020). Sweetest Kulu. Retrieved from <a href="https://www.chapters.indigo.ca/en-ca/books/sweetest-kulu/9781927095775-item.html">https://www.chapters.indigo.ca/en-ca/books/sweetest-kulu/9781927095775-item.html</a></p> <p>Inhabit Media. (2020). Sweetest Kulu. Retrieved from <a href="https://inhabitmedia.com/2019/10/24/sweetest-kulu/">https://inhabitmedia.com/2019/10/24/sweetest-kulu/</a></p>		

### Arctic Animal Poster Rubric - Self Reflection Form

Choose which level you think you are at for each part of the project using the three categories below. Circle your choice.

My Name Is:

	I am an expert	I'm almost there	I'm still learning
I included 3-5 interesting facts about my animal on my poster.	😊😊😊	😊😊	😊
I included an image of my animal on my poster.	😊😊😊	😊😊	😊
My art is carefully made. Cutting, glueing, and colouring are neat.	😊😊😊	😊😊	😊
My art is unique and I used my own ideas.	😊😊😊	😊😊	😊
I worked well with my group by listening to ideas and thoughts of my friends and sharing my own ideas.	😊😊😊	😊😊	😊

### Kenojuak Ashevak Artwork Rubric - Self Reflection Form

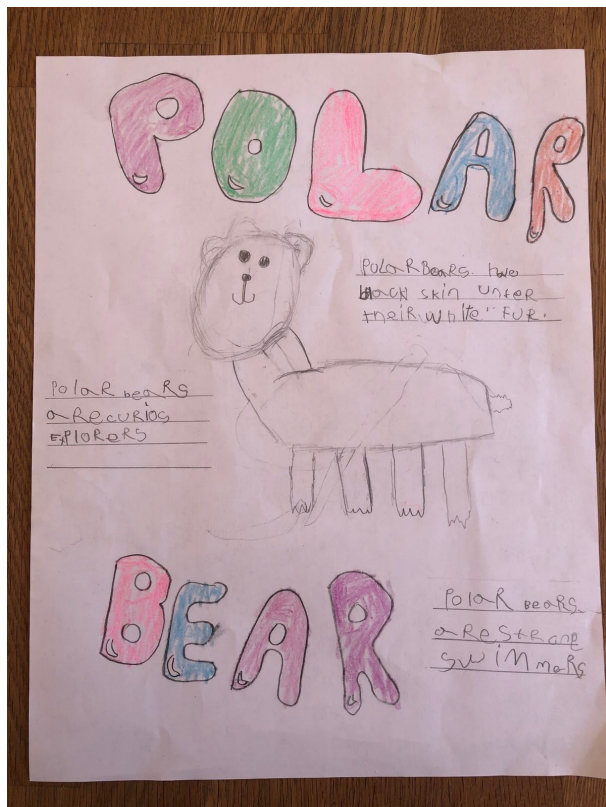
Choose which level you think you are at for each part of the project using the three categories below. Circle



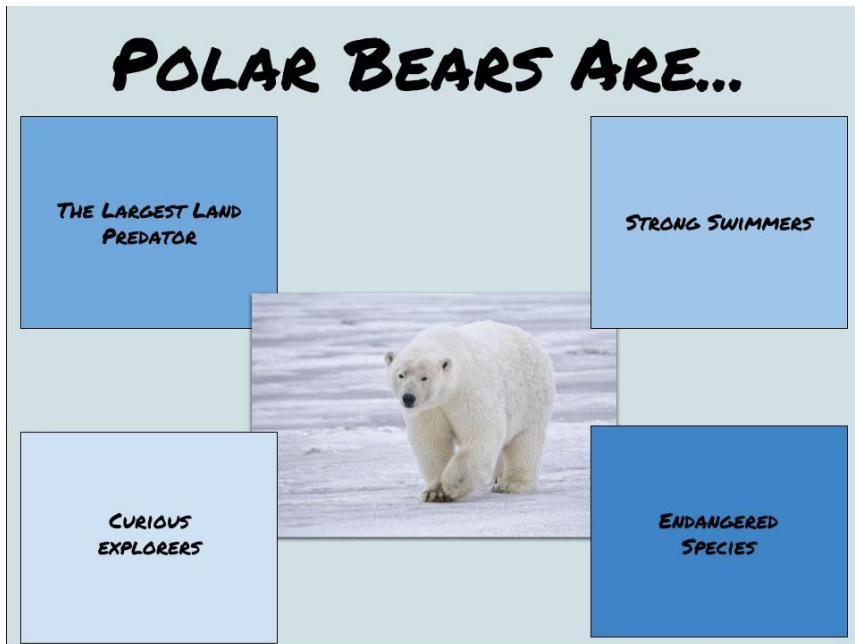
your choice.			
My Name Is:			
	<b>I am an expert</b>	<b>I'm almost there</b>	<b>I'm still learning</b>
<b>I included an image of my animal on my artwork.</b>	😊😊😊	😊😊	😊
<b>I included interesting patterns in the background of my artwork.</b>	😊😊😊	😊😊	😊
<b>My art is carefully made. Painting and colouring is neat.</b>	😊😊😊	😊😊	😊
<b>My art is unique and I used my own ideas.</b>	😊😊😊	😊😊	😊
<b>I understand how to use and mix watercolour paints.</b>	😊😊😊	😊😊	😊

## Samples

### Hand drawn poster



## Digital Poster



## Kenojuak Ashevak Artwork

