

**Lesson Title:** Build your own Inuksuk! **Lesson #** 2 **Date:** January 31, 2017

**Name:** Mr. Nason, Mr. Schultz, Mr. Armstrong **Subject:** Art **Grade(s):** 3

**Rationale: (lesson context and reasons why lesson matters)**

The students have previously learned about what an Inuksuk is and the historical significance of Inuksuit (plural of Inukshuk) in Social Studies. As a class, we have been going through images of diverse types of Inuksuit to get inspiration and ideas for how we want our Inuksuit to look like. In our previous art lesson, the students and I gathered rocks that we will use to build our Inuksuit. The students will now get an opportunity to build their own and give them as gifts to their parents for Christmas.

**Curriculum Connections :** <https://curriculum.gov.bc.ca/>

**Big Idea:**

The arts connect our experiences to the experiences of others.

**Curricular Competency:**

**Students will be able to use creative processes to:**

**Exploring and Creating:**

- Create artistic works collaboratively and as an individual, using ideas inspired by imagination, inquiry, experimentation, and purposeful play
- Explore identity, place, culture, and belonging through arts experiences

**Reasoning and Reflecting:**

- Connect knowledge and skills from other areas of learning in planning, creating, and interpreting works for art

**Communicating and documenting:**

- Apply learned skills, understandings, and processes in new contexts
- Interpret and communicate ideas using symbolism in the arts

**Content:**

**Students are expected to know the following:**

- processes, materials, technologies, tools, and techniques to support arts activities
- symbolism as ways of creating and representing meaning
- traditional and contemporary Aboriginal arts and arts-making processes
- a variety of local works of art and artistic traditions from diverse cultures, communities, times, and places

**Core Competency:**

**Creative Thinking:**

- Novelty and value
- Generating ideas
- Developing ideas

**Positive Personal & Cultural Identity:**

- Relationship and cultural contexts
- Personal values and choice
- Personal strengths and abilities

Learning Intentions	Activity	Assessment
<ul style="list-style-type: none"><li>• Students can use Creative Thinking to build an Inukshuk</li></ul>	<ul style="list-style-type: none"><li>• To build an Inukshuk using the rocks that we have gathered from a previous lesson</li></ul>	<ul style="list-style-type: none"><li>• Observing the students building their Inuksuit</li><li>• Assessing the final product of each student's Inukshuk to see if it was created properly</li></ul>

**Prerequisite Concepts and Skill :(for student success)**

- Learned about what Inuksuit are and their historical significance
- Gone through different images of Inuksuit to see what they look like
- Gathered rocks for the Inuksuit. Rocks should be smooth and flat to make for a less difficult building experience for the students

**Materials and Resources with References/Sources:**

For Teacher	For Students
<ul style="list-style-type: none"><li>• The Inukshuk Legend</li><li>• Printed images of Inuksuit for the students to use as visual aids</li></ul>	<ul style="list-style-type: none"><li>• Rocks</li><li>• Hot glue</li><li>• Printed off images of Inuksuit for the students to use as visual aids</li></ul>

**References:**

Getty Images. (n.d.). Inukshuk Stock Photos and Pictures | Getty Images. Retrieved from <http://www.gettyimages.ca/photos/inukshuk?excludenudity=true&sort=mostpopular&mediatype=photography&phrase=inukshuk>

Inuit Art of Canada. (n.d.). Legends of the Inuit people: The Inukshuk. Retrieved from <http://www.inuitartofcanada.com/english/legends/inukshuk.htm>

**Differentiated Instruction (DI): (accommodations)**

- **For advanced learners**, we can modify this activity by getting the student(s) to disassemble their Inukshuk that they have made before gluing it together, and make another Inukshuk using the same rocks that they have. Or switch rocks with a partner.
- **For advanced learners**, we can give them more rocks to use in order to make a larger Inukshuk. Or take rocks away so that the student(s) must make an Inukshuk with fewer rocks.
- **For learners requiring extra assistance**, I will give that learner more one-on-one time during this activity to support them in the making of their Inukshuk.
- **For learners requiring extra assistance**, the student(s) could build another structure with the rocks if they are finding it too difficult to make a human-like structure. Ex. Car

**Organizational/Management Strategies: (anything special to consider?)**

- Have a brain break in the middle of the lesson so the students aren't sitting and staying still for too long
- Organize the class in groups of four so that they can seek advice from their peers if need be
- At the end of the lesson, allow students a chance to share their Inukshuk in front of the class if they would like to

**Possible Aboriginal Connections / First Peoples Principles of Learning**

[http://www.bced.gov.bc.ca/abed/principles\\_of\\_learning.pdf](http://www.bced.gov.bc.ca/abed/principles_of_learning.pdf) and [https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal\\_education\\_bc.pdf](https://curriculum.gov.bc.ca/sites/curriculum.gov.bc.ca/files/pdf/aboriginal_education_bc.pdf)

- The Inuksuit were created by the Inuit people (a branch of Aboriginal ancestry)
- The students will learn about the historical significance of the Inukshuk and what they were used for by the Inuit people. They will then build their own Inukshuk.
- This entire activity is Aboriginally connected

**Lesson Activities:**

Teacher Activities	Student Activities	pacing
<p><b>Introduction</b> (hook/motivation/lesson overview)</p> <ul style="list-style-type: none"> <li>In Social Studies, the students have been learning about the Inuit peoples and how they built Inuksuit.</li> <li>In our past Art lesson, the students and I gathered rocks that we would use for our future Inuksuit. We also looked at images of Inuksuit for inspiration.</li> <li>At the beginning of this lesson, I will read <i>The Inukshuk Legend</i> to the students. We will then get our rocks that we gathered from the last Art class and begin to create our individual Inuksuit in groups of four.</li> </ul>	<ul style="list-style-type: none"> <li>Listen to <i>The Inukshuk Legend</i> being read by the teacher.</li> <li>Retrieve the rocks that they each gathered from last Art class.</li> <li>Begin to create the Inukshuk</li> </ul>	10 minutes
<p><b>Body</b> (lesson flow/ management)</p> <ul style="list-style-type: none"> <li>Put the students into groups of four with their desks connected.</li> <li>Walk around the classroom to monitor each student's progress. Offer individual help to students if they require it.</li> <li>Provide printed out images of Inuksuit for students to use as inspiration.</li> <li>Lead a "brain break" halfway through the Inukshuk building time. The building of the Inuksuit can be frustrating for some students so a brain break will help them destress and provide a much-needed short break.</li> </ul>	<ul style="list-style-type: none"> <li>Move their desks so that they are in their groups of four.</li> <li>Retrieve their individual rocks that they gathered last Art class.</li> <li>Build their individual Inuksuit (assemble rocks, reassemble rocks in different patterns, choose a pattern, ask teacher to hot glue the rocks together).</li> <li>Participate in "brain break".</li> </ul>	25 minutes
<p><b>Closure</b> (connections within lesson or between lessons, sharing successes, summaries)</p> <ul style="list-style-type: none"> <li>Talk with the students about what they liked or disliked about this lesson. Discuss what they have learned and how they can apply what they have learned (ex. Teaching a friend to make their own Inukshuk).</li> <li>Allow any students to share their Inukshuk with the rest of the class.</li> </ul>	<ul style="list-style-type: none"> <li>Have a class discussion about this lesson. (Likes/dislikes, information learned, etc.)</li> <li>Share their Inukshuk in front of the class if they wish to do so.</li> </ul>	15 minutes

**Reflections: (over)**

- Review the lesson
- Think of any changes that I could make to the planning of this lesson for the future