

An Art Gallery Of First Nations History And Culture

Learning Goal: We are learning about the significant features of the main communities and groups in Canada prior to 1713.

Aviva's Awesome Aboriginal Art Gallery Exhibit – Will You Be Ready?

Part 1: As a group, you need to choose one of these two groups of First Nations peoples:

1) **First Nations In The Great Lakes-St. Lawrence Region** (includes Abenaki, Algonkin, Haudenosaunee, Ojibwe (Ojibway), Ottawa, Potawatomie, Wendat, and Weskarni)

2) **First Nations In Atlantic Canada** (includes Beothuk, Innu, Mi'kmaq, Passamaquoddy, Wolastoqiyik)

Part 2: You need to research to find out about the key characteristics of your selected nation. This includes information such as the religious and spiritual beliefs and practices, the political organization, the food and clothing, the housing, the role of men, women, and children, and the role and significance of arts and crafts. You must find out about at least three of these areas.

To Help With Research:

A) **Pinterest Page** – pinterest.com/adunsiger/firstnations

B) **Classroom Resources** – books, articles, objects, etc.

Part 3: Create your Artistic Masterpiece to display in *Aviva's Awesome Aboriginal Art Gallery Exhibit* on **Friday, January 10, 2014**. This masterpiece should showcase your group's learning from this week. It can be a single item or a collection of items. You can use any resources in the classroom or from home to create your items (but all items need to be made in class).

Questions To Consider

1) How does your artistic creation highlight your learning from this week?

2) What information will you tell the Art Gallery visitors (Grade 1-3 classes) about what you created and why you created it?

3) What interesting information did you learn this week that you plan on sharing with the Art Gallery visitors (Grade 1-3 classes) on Friday?

4) How did this activity give you a better appreciation about the lives of this group of First Nations peoples?

Name: _____

**Rubric For The Art Gallery Of First Nations History And Culture:
Social Studies Evaluation #3**

	Level 1	Level 2	Level 3	Level 4
Knowledge of Content	Demonstrates <u>little</u> knowledge of the content (this will be the information on the group of First Nations peoples that you researched). One Piece of Information Per Area	Demonstrates <u>some</u> knowledge of the content (this will be the information on the group of First Nations peoples that you researched). A Couple Pieces of Information Per Area	Demonstrates <u>considerable</u> knowledge of the content (this will be the information on the group of First Nations peoples that you researched). Many Pieces of Information Per Area	Demonstrates <u>thorough</u> knowledge of the content (this will be the information on the group of First Nations peoples that you researched). Numerous Pieces of Information Per Area - All Well-Explained
Thinking	<u>Rarely</u> uses processing skills as he/she evaluates the research and decides what information to share through his/her artistic creation.	<u>Sometimes</u> uses processing skills as he/she evaluates the research and decides what information to share through his/her artistic creation.	<u>Usually</u> uses processing skills as he/she evaluates the research and decides what information to share through his/her artistic creation.	<u>Consistently</u> uses processing skills as he/she evaluates the research and decides what information to share through his/her artistic creation.
Communication	<u>Rarely</u> communicates for different audiences and purposes. When asked to share the information with the primary classes, shares very few facts to show what he/she learned.	<u>Sometimes</u> communicates for different audiences and purposes. When asked to share the information with the primary classes, shares some facts to show what he/she learned.	<u>Usually</u> communicates for different audiences and purposes. When asked to share the information with the primary classes, shares many facts to show what he/she learned.	<u>Consistently</u> communicates for different audiences and purposes. When asked to share the information with the primary classes, shares and thoroughly explains numerous facts to show what he/she learned.
Application	Makes <u>few</u> connections between the topics researched and the item(s) created. Transfers <u>little</u> of his/her knowledge about the elements of design to the creation of this artistic item for Social Studies.	Makes <u>some</u> connections between the topics researched and the item(s) created. Transfers <u>some</u> of his/her knowledge about the elements of design to the creation of this artistic item for Social Studies.	Makes <u>many</u> connections between the topics researched and the item(s) created. Transfers <u>much</u> of his/her knowledge about the elements of design to the creation of this artistic item for Social Studies.	Makes <u>numerous</u> connections between the topics researched and the item(s) created, and <u>thoroughly explains all of these connections.</u> Transfers <u>all</u> of his/her knowledge about the elements of design to the creation of this artistic item for Social Studies.