

# HUMILITY

## SEVEN GRANDFATHER TEACHINGS

### Supplies

- Crayola Model Magic
- Crayola Fine Line Markers
- Crayola Variety Brushes
- Large Flat Stones
- Crayola Acrylic Paint
- Photograph of a Flower
- Crayola Marker & Watercolour Paper
- Water Containers
- Paper Towels

### Vocabulary

balance  
form  
mandala

pattern  
repetition  
shape

### Learning Goals

Students will be able to:

- describe and respond to works of art;
- support their ideas with evidence found in the artwork;
- apply the creative process to create a personal artwork;
- explain the meaning of HUMILITY according to the Grandfather teaching;
- demonstrate technical accomplishment and creativity.

### Prepare

1. Download images from the Internet, or find images in books or magazines of **flowers** in Ontario.
2. Download and view the video, **Inside the Studio: Christi Belcourt**, which provides an interview with the artist.
3. The image, **The Wisdom of the Universe**, by Christi Belcourt is available at the Art Gallery of Ontario website.
5. Preview the **Multisensory Moments**, an inclusive, multisensory translation of Christi Belcourt's Wisdom of the Universe (2014).
6. Prior to this lesson use story and video to introduce the seven Grandfather teachings (pages 3-4) to your students.



### Success Criteria

As a class identify 'look fors' that will demonstrate what students have learned and are able to do, e.g.,

I know I am successful when I have:

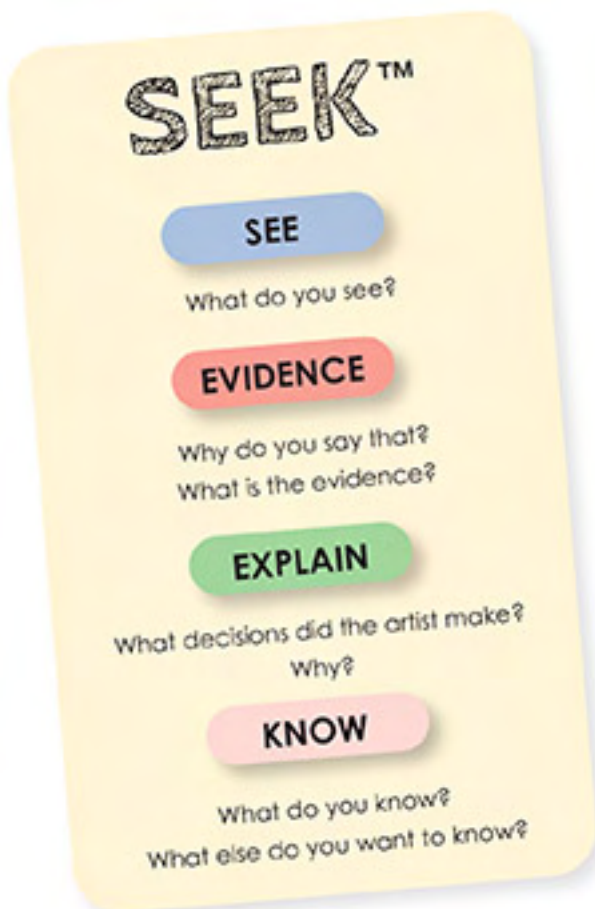
- painted a flower in the style of Christi Belcourt;
- used Model Magic to create a 3-dimensional self-portrait, and an animal;
- used modeling techniques skillfully;
- communicated the meaning of the Grandfather teaching, humility, through human, animal and plant connections/relationships;
- created my own unique design.

# INTERNET RESOURCES

## Use story and video to introduce the Seven Grandfather Teachings to your students.

Make sure students understand who wrote the teachings and where they are from. First Nations Peoples from different communities will have different understandings and perspectives on the teachings.

1. Download the **Traditional Teachings Handbook** in pdf form, from the Native Women's Centre. This booklet provides background information for the teacher on the seven Grandfather teachings from the perspective of the authors.
2. Read the book, 'Seven Sacred Teachings, Niizhwaaswi Gagiikwewin', by David Bouchard & Dr. Joseph Martin, paintings by Kristy Cameron, and/or watch the **video** of David Bouchard reading the book. This book and/or video will give you background knowledge about the Seven Grandfather Teachings from the perspective of the writers.
3. Download 'The Seven Grandfather Teachings', by **Rabbit and Bear Paws**. The teachings by Rabbit and Bear Paws can be shared and reflected on daily (one teaching each day) with your students.



## LOOKING AT ART

### Each lesson in this bundle introduces students to an Indigenous artist and their work.

Use **SEEK™** to help students organize their thinking and build their observational skills. Guide them to support their ideas with evidence they see in the artwork.

Make sure everyone can see the image.

**SEE** – Look closely at the image for about a minute.  
What do you see?

**EVIDENCE** – What do you see that makes you say that?

**EXPLAIN** – What choices did the artist make? How did those choices help communicate the message?

**KNOW** – What do you know about the artist's intent?  
What else do you want to know?

# INTRODUCTION



## PART 1

Introduce students to the Métis artist Christi Belcourt. View and discuss her painting, **The Wisdom of the Universe**, 2014.

1. Display the image so everyone can see it.
2. Ask students to look at the work closely for about 30 seconds without speaking.
3. Invite students to share their first impressions of the painting.
4. Use **SEEK™** to help students organize their thinking.
5. Once students have discussed the painting you may want to show them the **Multisensory Moments** video.

## PART 2

Review the purpose of the Grandfather teachings.

1. Have a class discussion about the Grandfather teaching HUMILITY:
  - know that you are equal to, but not better than other forms of life;
  - be proud of working with the group;
  - cooperate and work for everyone's success;
  - show care and compassion for all of creation;
  - wolf represents humility because it is a pack animal who works for the good of the group.
2. Ask students to share examples from their own life in which they have made connections to the Grandfather teaching courage/bravery.

### Ask probing questions such as:

- What else?
- What do you see that makes you say that?
- Could you explain that further?
- What do you mean by that?
- That's interesting, why do you say that?
- How might the artist get the idea to make it like that?

# THE CHALLENGE



1. Share your understanding of the artwork, *The Wisdom of the Universe*, painted in 2014 by Métis artist Christi Belcourt.
2. Find and identify an interesting flower.
3. Paint the flower on a stone in the style of Christi Belcourt.
4. Use Model Magic to create 3-dimensional forms of an animal and a self-portrait.
5. Communicate the meaning of the Grandfather teaching, humility, through human, animal, and plant connections/relationships.
6. Demonstrate technical accomplishment and creativity.

# FOLLOW THE STEPS

1



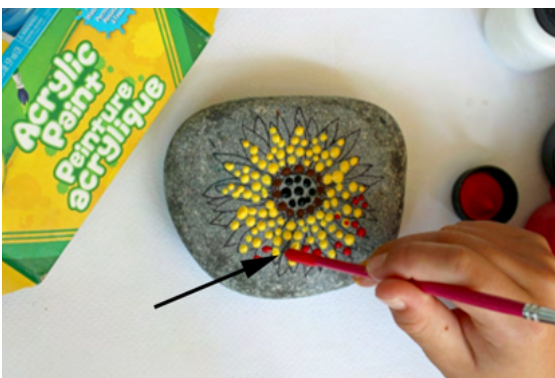
1. Find a flower outside, or choose from a variety of flower images.
2. Begin at the centre of the flower and draw the image outward on sketch paper creating a balanced, circular pattern, and repeating shapes.

2



1. Find a large flat stone outdoors.
2. Ask permission to use the stone in an artwork, and thank the earth for sharing the stone with you.
3. Draw the flower image onto the stone, beginning in pencil with the centre of the flower.
4. Use a balanced, circular pattern and repeat shapes and contrasting colours.
5. Trace over the pencil drawing with a black fine line marker.

3



1. After viewing the artwork of artist Christi Belcourt, examine the flower drawn on the stone and decide on a variety of colours to paint the flower.
2. Paint in the style of Christi Belcourt.
3. Use the end of a paint brush to paint bead-like circles onto the flower.
4. Make sure the colours contrast with each other in different sections of the flower so that the image is clear.

# FOLLOW THE STEPS

4



1. Fill the entire flower with colour, working from the centre outwards (similar to a mandala).

5



1. Brainstorm the Grandfather teaching of humility.
  - What animals represent humility?
  - What does humility mean to you?
  - Share a time you have experienced humility in your life.
  - What do humans need to survive?
  - How do plants and animals help humans live?
  - What animal do you feel connected to? Why?
  - What is your relationship with animals?
2. Reflect on the word humility and your relationship to plants and animals.

6



1. Choose an animal you feel connected to.
2. Use Model Magic to form the animal, smoothing together separate pieces.
3. Add detail to the animal using markers that contrast with the Model Magic.

# FOLLOW THE STEPS

7



1. Create a self-portrait using Model Magic.
2. Mix colours together to make a variety of skin tones, for example, red, white, yellow, with some blue makes a skin tone.

8



1. Add clothes to your self-portrait using a variety of colours.
2. Use markers to add detail to your face.

9



1. Set up your self-portrait and the animal you feel connected to on top of the painted flower stone.
2. Share your sculpture with your classmates.
3. Reflect on the connections between plants, animals, and people, and the meaning of humility.

# SHARE



Ask students to set up their artworks outdoors. Bring students together in a circle and invite each student to share their thoughts, feelings and reflections about their artworks. During the circle discussion include references to colours, contrast, shape, form and pattern. Share personal understandings of the relationships and connections between plants, animals, humans, and humility.



Have students connect their personal experiences of humility with the Grandfather teaching, humility. Discuss what they have learned about themselves by experiencing humility. Ask them to think about someone in their life who demonstrates humility. Have them think about how sometimes it is difficult to be humble. How do they feel when they act in a humble way? What does the Grandfather teaching, humility mean to them?

# ASSESSMENT

1. Observe students as they work – discriminating, seeking more information, elaborating, experimenting.
2. Observe students as they discuss their work – speaks with a clear voice, points to areas in the artwork, provides accurate information, answers questions from the audience effectively.
3. Observe students as they listen – listens attentively, responds with meaningful questions, sends positive nonverbal cues.
4. Use a checklist to track progress.
5. Have students reflect on their own artworks in their sketchbooks. Ask students:
  - What worked well in your artwork?
  - What do you see that makes you say that?
  - What would you change or do differently next time?
  - What does the Grandfather teaching humility mean to you?

