

# RESPECT

## SEVEN GRANDFATHER TEACHINGS

### Supplies

- Crayola Acrylic Paint
- Crayola Round Brushes
- Crayola Marker & Watercolour Paper
- Crayola Fine Line Markers
- Crayola Scissors
- Crayola Sketchbooks
- Crayola Watercolour Pencils

### Vocabulary

background	foreground	space
cool colours	middle ground	viewfinder
emphasis	monoprint	warm colours

### 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 RESPECT 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 animals connected to the Grandfather teaching, RESPECT such as, **Buffalo Herd**
2. Download images from the Internet, or find images in books or magazines of Jane Ash Poitras' artwork, **Buffalo Heirophony (1992)** – click on the image to enlarge it.
3. 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:

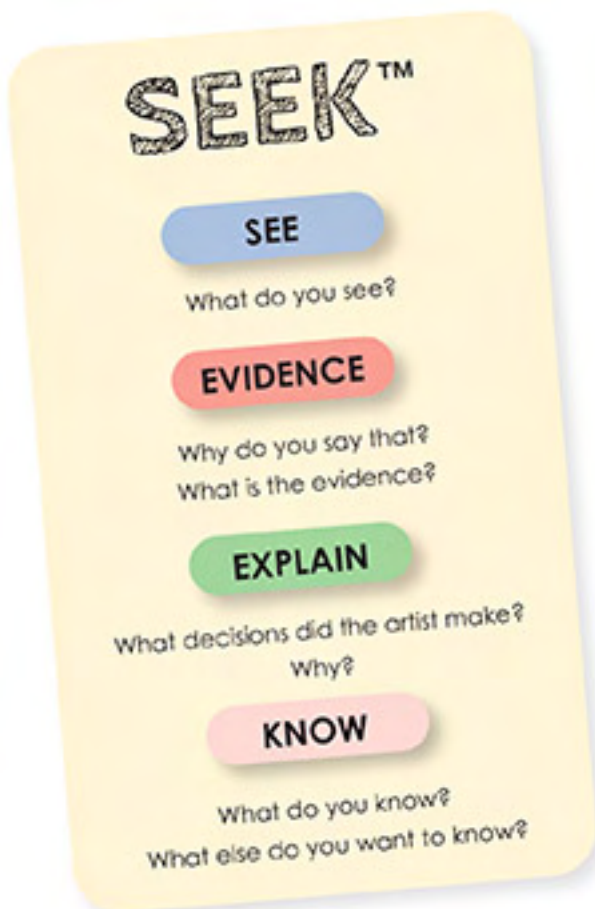
- used words and images to communicate the meaning of respect between plants and humans;
- created a watercolour painting of a variety of plants inspired by an outdoor area;
- used words that identify and deepen the meaning and understanding of the leaf/plant;
- used warm and cool colours to create a background and foreground in the painting;
- created a monoprint of a leaf/plant skillfully;
- 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 **Jane Ash Poitras** (an artist who was born Cree in Fort Chipewyan, Alberta). View and discuss her mixed media artwork, **Buffalo Heirophony (1992)**, focusing on the meaning of the images she uses, and discussing the importance of the buffalo, when plentiful, to the survival of the people.

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. Explore her use of drawing, photography and writing/words to communicate her ideas.

## PART 2

Review the purpose of the Grandfather teachings.

1. Have a class discussion about the Grandfather teaching RESPECT:
  - treat others as you would like to be treated;
  - respect all living things;
  - in order to receive respect you have to give respect;
  - respect comes when you gain a deep relationship with the other;
  - when you respect yourself and others there is harmony.
2. Ask students to share examples from their own life in which they have made connections to the Grandfather teaching respect.

### 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. Use watercolour pencils to paint a scene of a natural outdoor area containing a variety of plant life.
2. Use a variety of warm and cool colours to create a foreground and background in the watercolour painting.
3. Create a monoprint using a found leaf that is not part of a living, growing plant.
4. Use words and images to communicate respect, one of the 7 Grandfather teachings, between plants and humans.
5. Reflect on why the relationship between plants and humans is important.
6. Demonstrate technical accomplishment and creativity.

# FOLLOW THE STEPS

1



1. Choose an area outside with interesting plant growth.
2. Find a natural space with a variety of plants that you would enjoy drawing.
3. Use a view finder (a small piece of Bristol board with a rectangular shape cut out of the centre) to frame your natural space.

2



1. Begin with a flat board (clipboard) and a rectangular piece of watercolour paper.
2. Choose a variety of watercolours.
3. Use warmer colours in the foreground and cooler colours in the background.
4. Observe closely, and draw the shapes and colours of the plants you see.

3



1. Fill your watercolour paper with colour, trying your best to draw what you see in the natural world.



# FOLLOW THE STEPS

4



1. When you have finished drawing, use a container of water and a paint brush to brush water over your drawing changing it into a watercolour painting.
2. Dip your brush in water each time you paint a new area of your drawing.

5



1. Paint the entire drawing, allowing some colours to flow into each other.
2. Make sure your painting is dry before beginning the next step.

6



1. Find a leaf on the ground that you are curious about, make sure it is not attached to a living plant.
2. Do not take any leaves or plant parts that are still alive, and connected to roots.
3. Thank the plant whose leaf you have found on the ground.
4. Place the leaf on a recycled piece of paper and paint one side of the leaf with black acrylic paint.

# FOLLOW THE STEPS

7



1. Carefully lay the painted side of the leaf onto your watercolour painting, and delicately press the painted leaf onto the painting.

8



1. Slowly and carefully pull the leaf off your watercolour painting.
2. Make sure you do not touch the black print left by the leaf.
3. Allow the monoprint to dry before beginning the next step.

9



1. After your monoprint is dry, closely observe the leaf or plant you used to make the print.
2. Use a fine line black marker to add detail to the print (e.g., the pattern of lines in the individual leaves).

# FOLLOW THE STEPS

10



1. Create a mind map to brainstorm the word 'respect'.
2. Make connections to the Grandfather teaching, the plant world, and your own life experiences.
3. Research the plant or leaf you used in your monoprint.
  - Identify the plant.
  - Is it edible?
  - Where can the plant be found?
  - What conditions does it need to grow?

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1. Use a larger piece of white paper to mat your artwork.
2. Glue or tape your monoprint to the larger paper.
3. Close your eyes and reflect on the word 'respect', remembering the connections you have just made in your mind map, and the discoveries you have learned about the plant you chose.
4. Use a fine line black to marker to write your thoughts and feelings around your artwork, framing your watercolour print with your reflections.

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1. Reflect on the plants, words and images you have chosen to represent the Grandfather teaching, respect.
2. Write about your personal connection between the plant and the meaning of respect.



# SHARE



Once all the artworks and reflections are complete ask students to bring their artworks into a large circle. Invite each student to share their artwork. During the circle discussion include references to colours, space, texture, line, and emphasis. Have students share their own personal understandings of the relationship between plants, humans, and respect.



Have students connect their personal experiences of being respectful with the Grandfather teaching, respect. Discuss what they have learned about themselves by being respected by and respectful of others. Ask them to think about someone in their life who demonstrates respect. What do they say and do that shows respect? Ask students to think about how they feel when they see plants and humans being disrespected? What does the Grandfather teaching, respect 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, respect mean to you?



