

MACKENZIE ART GALLERY SCHOOL TOURS

TEACHER'S RESOURCE GUIDE

SPRING 2017



CORE FUNDING PROVIDED BY:



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Alex Janvier, *Land of Beauty and Joy*, 2015, watercolour on paper, 91.4 cm (diameter). Courtesy of the artist and Janvier Gallery, Cold Lake First Nations © Alex Janvier. Photo: NGC



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INTRODUCTION

This spring, the Gallery invites you to explore a **unique combination of exhibitions**. Our interactive gallery tours will include an investigation of the artwork of contemporary Indigenous artist Alex Janvier, as well as the artwork of Jacqueline Hoàng Nguyễn to **challenge perspectives on Canadian identity as it relates to several current societal issues**. *Alex Janvier*, a retrospective of the artist's abstract painted works, provides many opportunities to **discuss the relationships between Canada and the Indigenous peoples of North America**, while *Space Fiction & the Archives* uses documentation of the Centennial UFO landing pad built at St. Paul, Alberta to make us **think about our country's immigration history and newcomer communities**. This tour will challenge the way we think about Canadian identity in this 150th year of Confederation.



TOUR OUTCOMES

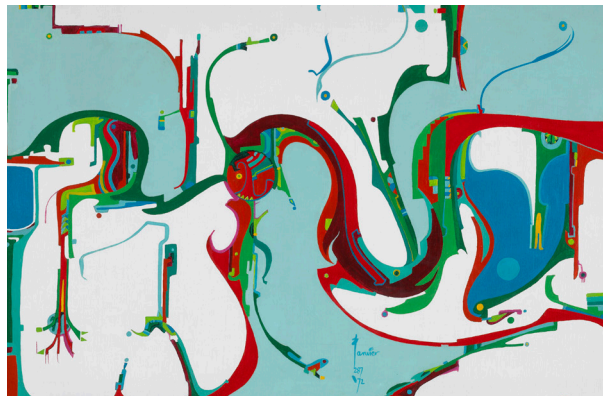
- Learning about modern and contemporary Indigenous artistic practice through the work of Alex Janvier, one of Canada's most prominent contemporary artists.
- Exploration on individual and collective responsibilities and relationships to land and environment.
- Examination of past and present relationships between nations through the lens of visual art.

ABOUT THE EXHIBITIONS

ALEX JANVIER

Organized by the National Gallery of Canada

This major retrospective presents more than five decades of Alex Janvier's remarkable paintings and drawings, spanning from early in the artist's career in the 1960s to the present day. It consists of one hundred of his most impressive works, drawn from public and private collections across Canada, and features his best-known pieces alongside those that have been rarely seen. Works on paper, canvas and linen range in scale but are consistent in their unique approach to representing a Dene geocultural landscape. A long-time resident of Cold Lake First Nations in northern Alberta, Janvier combines Denesuline iconography and modernist abstraction in his paintings to express a personal aesthetic that relates to his physical and cultural surroundings. Janvier's graceful abstractions also include representational imagery that references an ancient past, more recent histories of First Nations peoples and his experience of the effects of colonization and residential schools. The exhibition celebrates this extraordinary artist's lifetime of creativity, knowledge and perspective gained from his love of the land, art and Dene culture.



Images (clockwise starting at top): Alex Janvier, *Untitled*, 1986, acrylic on canvas, 165.1 x 266.7 cm. National Gallery of Canada, Ottawa (42867) © Alex Janvier. Photo: NGC. Alex Janvier, *Cold Lake Air*, 1994, acrylic on linen, 91.5 x 76 cm. Collection of the Alberta Foundation for the Arts, Edmonton © Alex Janvier. Alex Janvier, *Coming of the Opposite*, 1972, acrylic on canvas, 61.3 x 92.3 cm. National Gallery of Canada, Ottawa (41203) © Alex Janvier. Photo: NGC

EXHIBITION ORGANIZED BY:



National Gallery of Canada Musée des beaux-arts du Canada

JACQUELINE HOÀNG NGUYỄN

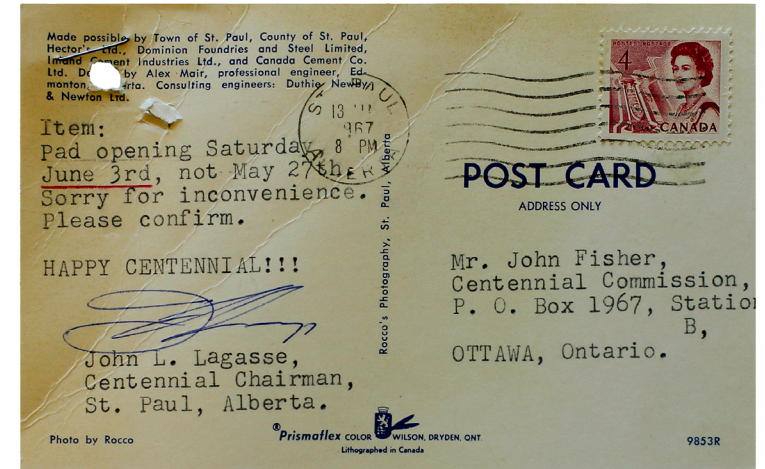
Space Fiction & the Archives

Space Fiction & the Archives transports the viewer to the small town of St. Paul, Alberta, in 1967.

The exhibition presents a short film titled *1967: A People Kind of Place* and an archive of various documents and artifacts (some reproduced) that serve as markers for artist Jacqueline Hoàng Nguyễn's thoughtful exploration of immigration reform in Canada.

Canada's centenary was a time of unparalleled optimism as the country unveiled ambitious projects showcasing its culture and history to the world. One of these projects was the construction of the world's first "UFO Landing Pad" that was built in St. Paul. This curious construction was proclaimed a "symbol of Western hospitality" by Paul Hellyer, then Minister of National Defence. This monument to hospitality becomes a focal point for the artist's investigation of significant changes in Canadian immigration regulations at the time.

Space Fiction & the Archives looks macroscopically at a space of incongruities and optimism from where a new vocabulary around belonging and co-existence, and the will to imagine a different geography of encounters, can emerge.



Images: *Slide*, 2012, lightbox, 93 x 93 x 17.5 cm. Courtesy of the artist. *Greetings from St. Paul*, 2012. Diptych inkjet prints on archival paper. Courtesy of the artist

ABOUT THE ARTISTS



Alex Janvier. Photo: Kim Griffiths.

ALEX JANVIER

Of Denesuline and Saulteaux descent, Alexandre Simeon Janvier was born in 1935 on the Le Goff Reserve in Alberta, where he had a traditional upbringing speaking the Dene language. At the age of eight, he became a pupil at the Blue Quills Indian Residential School, where he was encouraged to pursue art.

A prolific artist for over 50 years, Janvier has devoted himself to the development of Indigenous art as an artist, activist, educator, and government consultant. Celebrated and honoured on many occasions, Janvier received a National Aboriginal Achievement Foundation Lifetime Achievement Award in 2002 and was made a Member of the Order of Canada in 2007.

Alex Janvier has produced thousands of paintings and continues to paint in his home and studio in Cold Lake, Alberta.

THREE THINGS TO KNOW ABOUT ALEX JANVIER

Pioneer

Alex Janvier has opened the way for other Aboriginal artists by bringing First Nations beliefs, aesthetics and issues to the foreground. He was among the first Indigenous students to obtain a degree from an art college when he graduated from the Southern Alberta Institute of Technology and Art (now the Alberta College of Art and Design) in 1960.

He was also a founding member of the Professional Native Indian Artists Incorporated Inc. (PNIAI), also known as the Indian Group of Seven, a collective established in the early 1970's to highlight the work of contemporary Indigenous artists.

Connected to the Land

Alex Janvier has a deep connection with the Land. Having lived most of his life on the Denesuline traditional territory in the Cold Lake First Nation, Janvier attaches great importance to his Indigenous roots and to the idea of a long time relationship with particular places and physical landmarks. This concept of ownership, or landlordship as Janvier names it, is an integral part of his creative processes. Using a rich visual language marked by colors, symbols and calligraphic lines, Janvier evokes various elements of the land such as landscapes, natural events, and animals, in a way that conveys immediate emotions.

Master of Murals

Alex Janvier is known for his impressive murals mixing representational and abstract art. In 1993, he was commissioned by the Canadian Museum of Civilization (now the Canadian Museum of History) to create the ceiling dome mural, *Morning Star*. This major artwork that covers a surface of 418 m² pays tribute to the Dene hunters and trappers who used the morning star as a guiding light during winter. Janvier's remarkable works of public art can be admired in more than 25 locations across Canada.

<http://www.gallery.ca/janvier/en/>



Jacqueline Hoàng Nguyễn . Photo: Nguyen Dac Minh

JACQUELINE HOÀNG NGUYỄN

Jacqueline Hoàng Nguyễn is a research-based artist currently living and working in Stockholm, Sweden. Nguyễn works with a broad range of media, including printmaking, sound, and video installation. Through her investigations of feminist theory, multiculturalism, collectivity, and utopian politics, Nguyễn illuminates seemingly insignificant stories in order to underline the political relevance of otherwise marginalized or forgotten histories.

Born in Montreal, Nguyễn received her BFA from Concordia University (2003) before earning her MFA and a post-graduate diploma in Critical Studies from the Malmö Art Academy, Sweden (2005). In 2011, she completed the prestigious Whitney Museum of American Art Independent Study Program and is the recipient of numerous awards and grants.

<http://www.jacquelinehoangnguyen.com/>

MACKENZIE ART GALLERY SCHOOL TOURS AND CONNECTIONS TO THE SASKATCHEWAN CURRICULA

Cross-curricular Competency to Develop Critical Thinking:

- The gallery experience confronts students with multiple contexts that shape artistic practice and experience.
- Students are encouraged to understand the creativity of others, inspiring their own creativity.
- The gallery methodology challenges students to critically engage with works of art through peer discussion, analysis, and interpretation.

Cross-curricular Competency to Develop Identity and Interdependence:

- The gallery experience introduces students to artists who explore their individual and collective identities through a variety of artistic contexts.
- Students engage with art objects, which stimulates critical thinking, memory, and senses of identity.
- Students learn about the cultural and environmental responsibilities of artists as well as their own individual responsibilities.

Cross-curricular Competency to Develop Literacies:

- Gallery methodology develops visual literacy among students through peer discussion, interpretation, and analysis.
- The gallery experience introduces students to new visual literacies, inspiring students to create art and engage in conversations with their new knowledge.

Cross-curricular Competency to Develop Social Responsibility:

- In addition to the exploration of art objects, the gallery experience offers a space for considering social context, engagement, and change.
- The gallery experience supports the role of artists and students as socially responsible leaders in our cities, province, and country.
- With this exhibition, students will be challenged to think about the relationships between Indigenous and non-Indigenous peoples in North America, considering their treatment in the past, present, future.

CURRICULAR CONNECTIONS

CONNECTIONS TO ARTS EDUCATION CURRICULUM

KINDERGARTEN

- **CPK.4** Create art works that express own observations and ideas about the world. Students will observe the elements of art in Alex Janvier's paintings, and then use their knowledge in the studio to create an interpretation of a map from a bird's eye view, addressing indicators a, b, and l.
- **CRK.1** Respond to arts expressions verbally and non-verbally (e.g., through movement or drawing). Students will use discussion in the gallery to describe, interpret, and connect to the artworks in these two exhibits, which could begin to address indicators a-f.
- **CHK.2** Recognize a wide variety of arts expressions as creations of First Nations and Métis people. Students will discuss how Alex Janvier is of Dene and Saulteaux descent, and discuss the influence of his background on his work, addressing indicator c.

GRADE 1 - PATTERNS

- **CP1.7** Investigate a variety of formal and informal patterns in art works and the environment, and apply observations to own work. The artwork of Alex Janvier uses several informal patterns that can be observed and discussed (the repetition of symbols and colours at varying intervals), and students will have opportunities to create similar patterns, addressing indicators c and d.

- **CP1.8** Create art works that express own ideas and explore different forms (e.g. painting, drawing, printmaking) and media (paint, found objects). In the studio, students will paint using a calligraphic-inspired style to make a map of a location that is important to them. Along with further discussion of their works, this will address indicators f and g.
- **CR1.1** Demonstrate understanding that the arts are a way of expressing ideas. Students will be using discussion in the gallery to describe, interpret, and connect to the artworks in these two exhibits. They will also create their own artworks and discuss the choices they made. These experiences will begin to address indicators a-h.
- **CH1.2** Identify traditional arts expressions of First Nations and Métis artists. While Alex Janvier is a contemporary Indigenous artist, students will explore elements of First Nations culture in his work, such as his use of circles as a symbol. These experiences will address indicators h and i.

GRADE 2 - COMMUNITY

- **CP2.7** Create visual art works that draw on observations and express ideas about own communities. Inspired by Alex Janvier's work, students will create an abstract map from a bird's eye view depicting an environment that is important to them, addressing indicators a, e, and h-j.

- **CP2.8** Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, paint, crayons). Students will paint, draw, and discuss the use of line and relative position of symbols in their artwork, addressing indicators c and k.
- **CR2.1** Examine arts expressions to determine how ideas for arts expressions may come from artists' own communities. Students will observe and discuss the works of Alex Janvier and Jacqueline Hoàng Nguyễn, considering how their communities influence their work. They will also discuss what these works tell us about Canadian society and culture, addressing indicator b.
- **CH2.1** Identify key features of arts and cultural traditions in own community. Students will observe the works of Alex Janvier and Jacqueline Hoàng Nguyễn, two artists from different cultural groups, addressing indicator d.

GRADE 3 - ENVIRONMENT

- **CP3.7** Create visual art works that express ideas about the natural, constructed, and imagined environments. Inspired by Alex Janvier's work, students will create an abstract map from a bird's eye view depicting an environment that is important to them, addressing indicators d and e.

- **CP3.8** Create art works using a variety of visual art concepts (e.g., contour lines), forms (e.g., drawing, sculpture), and media (e.g., pencils, pastels, found objects). Students will paint, draw, and discuss the use of line, colour, informal patterns, contrast, and relative position of symbols in their artwork, addressing indicators c, d, f, h, and i.
- **CR3.2** Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration. Alex Janvier's work often depicts particular locations, and draws attention to relationships to the environment. Jacqueline Hoàng Nguyễn's exhibition is centered around a specific environment. Discussions of these works and responses through students' own artwork will address indicators a-e.
- **CH3.1** Compare how arts expressions from various groups and communities may be a reflection of their unique environment (e.g., North and South Saskatchewan, urban and rural). Students will explore how Alex Janvier's artwork reflects specific environments, and how his Dene community and culture influence his artistic style and the subject matter he paints, addressing indicators a and d.
- **CH3.2** Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis artists in own communities or regions. While Alex Janvier is not from Saskatchewan, his work addresses indicator of by depicting his understanding of the Dene people's relationship to the environment.

GRADE 4 - SASKATCHEWAN VOICES

- **CP4.8** Create art works using a variety of visual art concepts (e.g., organic shapes), forms (e.g., kinetic sculpture, mural), and media (e.g., wood,

wire, and found objects). Primarily inspired by Alex Janvier, students will paint, draw, and discuss the use of line, colour, informal patterns, contrast, and relative position of symbols in their artwork, addressing indicators a, e, f, l, and m.

- **CR4.1** Analyze how dance, drama, music, and visual art works represent unique ideas and perspectives. Students will observe and discuss the works of Alex Janvier and Jacqueline Hoàng Nguyễn. They will discuss how Alex Janvier depicts the traditional daily lives of Dene people in his work, and consider how the work of both artists affects the viewer by challenging their worldviews and ways of thinking, addressing indicators a-c.
- **CH4.2** Analyze and respond to arts expressions of various Saskatchewan First Nations and Métis artists. While Alex Janvier is not a Saskatchewan artist, his work describe traditional lifestyles, cultural ceremonies, and is influenced by traditional Dene art making techniques such as quillwork. His work helps us understand how contemporary First Nations artists incorporate their culture in their work, and address past and current issues, in particular regarding treaty rights. Discussions of his work will address indicators a-c.

GRADE 5 - POP CULTURE

- **CP5.8** Create art works using a variety of visual art concepts (e.g., positive space), forms (e.g., graphic design, photography), and media (e.g., mixed media, paint). Primarily inspired by Alex Janvier, students will paint, draw, and discuss the use of line, colour, informal patterns, contrast, balance and relative position of symbols in their artwork, addressing indicators b-e.

- **CR5.1** Examine the influence of pop culture on own lives and societies, and investigate the work of selected pop culture artists (e.g., Andy Warhol, popular musicians, movie stars, televised music and dance competitions). While neither Alex Janvier nor Jacqueline Hoàng Nguyễn are pop artists, students will discuss how their work relates to mainstream culture, is influenced by past cultural expressions, and illustrates multiculturalism, a trait often associated with Canada as a nation.
- **CR5.2** Respond critically and creatively to a variety of pop culture expressions. While not a pop artist, Alex Janvier is a well-know contemporary Canadian artist, and students will create work in response to his artistic practice, addressing indicator a.
- **CH5.2** Compare traditional and evolving arts expressions of First Nations, Métis, and Inuit artists from different regions of Canada, and examine influences of pop culture on contemporary arts. Alex Janvier is a contemporary First Nations artist whose work often incorporates his Dene culture and discusses colonization, assimilation and racism. Discussion of his work will address indicators a-d.
- **CH5.3** Analyze and describe how arts and pop culture expressions convey information about the time and place in which they were created. Discuss how both exhibitions reflect on and question mainstream Canadian values, and learn about the context in which both artists made their work, addressing indicators a and c.

GRADE 6 - IDENTITY

- **CP6.11** Investigate and use various visual art forms, images, and art-making processes to express ideas about identity. Primarily inspired by Alex Janvier, students will paint, draw images of locations that have shaped them, and discuss the use of line, colour, informal patterns, contrast, balance and relative position of symbols in their artwork, addressing indicators d, f, h.
- **CR6.1** Create personal responses to a variety of arts expressions (e.g., respond to music using poetry, or respond to visual art using music). Students will create an automatic art response to music, and write a letter in response to *Space Fiction & the Archives*. Students will discuss the use of cultural symbols in Alex Janvier's work. These activities address indicators b and c.
- **CR6.2** Investigate and identify ways that the arts can express ideas about identity. Discuss how Alex Janvier's work portrays his Dene culture as part of his identity, and how Jacqueline Hoàng Nguyễn's work portrays multicultural Canadian identity. These discussions will begin to address indicators a and c.
- **CR6.3** Examine arts expressions and artists of various times and places. Students will have in-depth discussions and reflect on the artworks in both exhibitions, addressing indicators a-f.
- **CH6.2** Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work. Students will explore how Alex Janvier includes elements of his Dene cultural background in his paintings, and how his work ties to traditional Indigenous art mediums like quillwork, addressing indicators a, c, and d.

GRADE 7- PLACE

- **CP7.10** Create visual art works that express ideas about the importance of place (e.g., relationship to the land, local geology, region, urban/rural landscapes, and environment). Inspired by Alex Janvier's work, in the studio students will create an abstract map from a bird's eye view depicting an environment that is important to them, addressing indicators a, and d-f.
- **CP7.12** Use image-making skills, tools, techniques, and problem-solving abilities in a variety of visual art media. Primarily inspired by Alex Janvier, students will paint, draw images of locations that have shaped them, and discuss the use of line, colour, informal patterns, contrast, balance and relative position of symbols in their artwork, addressing indicators a and g.
- **CR7.1** Respond to professional dance, drama, music, and visual art works using analysis, personal interpretation, and research. Students will have in-depth discussions and reflect on the artworks in both exhibitions, addressing indicators a and b.
- **CR7.3** Examine and describe how arts expressions of various times and places reflect diverse experience, values, and beliefs. Students will explore how Alex Janvier's artwork depicts the lives of Indigenous people both before and after contact with European people. They will discuss the various ways that he explores specific locations and events related to those locations. These actions will address indicator c.
- **CH7.2** Investigate how Indigenous artists from around the world reflect the importance of

place (e.g., relationship to the land, geology, region, urban/rural environments). Students will discuss how Alex Janvier's artwork depicts his interpretation of the Dene people's relationship to their environment, and the encroachment of technology on natural environments, addressing indicators a-d.

GRADE 8 - SOCIAL ISSUES

- **CP8.12** Solve visual art problems using a variety of processes and media. Inspired by Alex Janvier's work, in the studio students will create an abstract map from a bird's eye view depicting an environment that is important to them, addressing indicators a, b, and d.
- **CR8.1** Respond to professional dance, drama, music, and visual art works through the creation of own arts expressions. Students will have in-depth discussions and reflect on the artworks in both exhibitions, addressing indicators a-d.
- **CR8.2** Investigate and identify ways that today's arts expressions often reflect concern for social issues. Students will explore how both exhibits address social justice issues concerning the treatment (both past and present) of Indigenous peoples in Canada (including addressing residential schools, treaty rights, and land claims), and the treatment of multicultural groups in Canada. Use the post-tour activity to address indicators b and c.
- **CR8.3** Investigate and identify how arts expressions can reflect diverse worldviews. Students will discuss Alex Janvier's depiction of the Dene worldview, and of the larger concept of Indigenous worldview. They will discuss how this differs from current mainstream Canadian worldviews. These discussions will address indicators a-c.

- **CH8.2** Analyze the influence of social issues on the work of contemporary First Nations, Métis, and Inuit artists, and share results. Looking at the work of Dene/Saulteaux artist Alex Janvier, students will consider the social issues his work addresses, such as treaty rights, assimilation, and disputes over traditional Indigenous lands. They will consider the difficulties Alex Janvier faced in becoming a well-known First Nations artist. Use the post- tour activity to further address indicators a-d.
- **CH8.4** Examine and respond to the work of artists who incorporate more than one art form in their work (e.g., combining poetry and music). Students will explore the work of Jacqueline Hoàng Nguyễn, who uses archival materials and film in her exhibition, addressing indicator a.

GRADE 9 - TAKING ACTION

- **CP9.12** Solve visual art problems in new and unfamiliar ways. Inspired by Alex Janvier's work, students will create an abstract map from a bird's eye view depicting an environment that is important to them, addressing indicators a-c.
- **CR9.1** Respond to professional dance, drama, music, and visual art works through individual or collaborative inquiry and the creation of own arts expressions. Students will have in-depth discussions and reflect on the artworks in both exhibitions, creating artwork in response, addressing indicators a and c.
- **CR9.2** Investigate and identify ways that today's arts expressions can inspire change. Students will discuss how both exhibitions encourage students to learn more about the treatment of various cultural groups within our society, and use the post-tour activity to make a

plan of action, addressing indicators a and e.

- **CR9.3** Investigate and identify how arts expressions can challenge thinking about values, ideas, and beliefs. Students will explore how beliefs around issues such as racism, the mistreatment of Indigenous peoples, and our attitudes towards immigration are explored and challenged in both exhibitions. They will examine how these artists are using their work as a vehicle for social change. These discussions will address indicators a-f.
- **CH9.1** Investigate and discuss the role of artists in raising awareness or taking action on topics of concern. Students will explore how issues such as racism, the mistreatment of Indigenous peoples, and our attitudes towards immigration are explored in both exhibitions. They will examine how these artists are using their work as a vehicle for social change. These discussions will address indicators a-d.
- **CH9.3** Investigate the diversity of artistic ideas, styles, and media in contemporary arts expressions. Students will explore the work of Alex Janvier, a contemporary First Nations artist, and the works of Jacqueline Hoàng Nguyễn, a French-Canadian with Vietnamese heritage. They will also explore the context that inspired their works, and how environmental and social factors influence them today. These discussions will address indicators a-c, and e.

ART 10, 20, 30 - This exhibition tour can be tied to the following modules:

- **History in the Making** Students will explore the works of Alex Janvier and Jacqueline Hoàng Nguyễn and consider their roles as contemporary artists, researching both artists' historical influences.

Tell it Like it Is! This exhibition will be an excellent starting point for exploring some of the optional topics such as Fitting In, Discrimination, or Personal and Cultural Identity.

Film and Video Jacqueline Hoàng Nguyễn works both with archival objects, and with photographs, and film. Consider further researching and analyzing her film *1967: A People Kind of Place*, and other films she has created.

The Arts and Pop Culture Discuss Alex Janvier and Jacqueline Hoàng Nguyễn's cultural influence, and consider how they use this influence to spread messages in their artwork about our society.

Expanding Horizons: the Arts in Canada As an accomplished Indigenous artist from Canada, Alex Janvier's work can be studied as part of Canada's contemporary artistic identity.

Global Connections Jacqueline Hoàng Nguyễn currently resides in Stockholm, Sweden, and previously lived in Montreal. Not only can her work be explored as an example of a contemporary international artist, but her work also addresses themes of multiculturalism.

KINDERGARTEN

- **INK.1** Demonstrate an understanding of similarities and differences among individuals in the classroom. Students will discuss how Indigenous people met their needs through carefully cultivated relationships to the land, and discuss how that differs from the ways many of us meet our needs today, addressing indicator c.
- **DRK.3** Analyze ways in which place and physical systems influence daily life, including the influence of place on the daily life of First Nations and Métis people. Students will explore how the land influences Alex Janvier's work, and discuss his view of the role of Indigenous peoples in their interactions with the land, addressing indicator d. Use our post-tour activity to further discuss students' specific daily interactions with the environment, addressing indicator b.
- **RWK.2** Develop and demonstrate stewardship of the environment in daily actions, in an effort to promote balance and harmony. Use our post-tour activity to make a plan to care for the local environment and help students see how their environments benefit them, addressing indicators a-c.

GRADE 1 - FAMILY

- **IN1.1** Describe the diversity of traditions, celebrations, or stories of individuals in the classroom and school. Students will look at artworks that depict celebrations and ceremonies of Indigenous peoples, contributing to indicator c.

- **DR1.2** Describe kinship patterns of the past and present and describe according to traditional teachings (e.g., Medicine Wheel teachings). Students will explore Alex Janvier's interpretation of the symbolism of the circle, artwork that uses the format of the medicine wheel as a complex part of its design. This exhibition can be used to begin to address indicator b.
- **DR1.3** Demonstrate awareness of human reliance on the natural environment to meet needs, and how location affects families in meeting needs and wants. Use Alex Janvier's artworks to explore his interpretation of the relationship between Dene people and their environment, also considering stories of historical events where Indigenous people fought to protect the environments they live in, addressing indicators d and e. Use our post-tour activities to consider the responsibilities of individuals and the classroom towards their local environments, addressing indicator f.
- **DR1.5** Identify and represent the orientation i in space (where) and time (when) of significant places and events in the lives of students. Our studio activity will involve creating an artistic interpretation of a map depicting an environment significant to each student.

GRADE 2 - COMMUNITY

- **DR2.2** Analyze the influence of the natural environment on the local community. Use our post-tour activity to explore the natural and built environment in your neighbourhood, addressing indicators a-e.

- **DR2.3** Identify physical representations as constructed models of real things. In particular, address indicator d by discussing how some of Janvier's work represents actual places, and by creating artistic abstract maps in the studio.
- **DR2.4** Describe the influence of Treaty and First Nations people on the local community Address indicator b by discussing Alex Janvier's views on the Dene relationship to the land. To further address this indicator, explore local Indigenous views on this topic as well.
- **PA2.3** Analyze rights and responsibilities of citizens in the school and local community. Use Alex Janvier's work to discuss what treaty rights First Nations have, and how they are not always respected, addressing indicator b. Also consider the responsibilities of students to their local environments through our post-tour activity, addressing indicators c and d.
- **RW2.2** Analyze various worldviews regarding the natural environment. Use Alex Janvier's artworks to explore his interpretation of the relationship between Dene people and their environment, addressing indicator a.
- **RW2.3** Contribute to initiating and guiding change in local and global communities regarding environmental, social, and economic sustainability. The post tour activity directly addresses indicator c, having students make an action plan to improve their local environment.

GRADE 3 - COMMUNITY COMPARISONS

- **IN3.2** Analyze the cultures and traditions in communities studied. Students will explore

how Alex Janvier's artwork reflects his cultural background, and explore his depictions of traditional dances and ceremonies, addressing indicator b.

- **DR3.2** Assess the degree to which the geography and related environmental and climatic factors influence ways of living on and with the land. Use Alex Janvier's work to consider how actions such as logging, oil extraction, and building roads through natural spaces impacts environments, and in turn impacts the lives of Indigenous peoples.
- **DR3.3** Compare the beliefs of various communities around the world regarding living on and with the land. Use Alex Janvier's artworks to explore his interpretation of the relationship between Dene people and their environment. Consider specific issues, such as oil extraction on the traditional territory of the Lubicon Lake First Nation. These discussions will address indicators a-c.

GRADE 4 - SASKATCHEWAN

- **IN4.2** Describe the origins of the cultural diversity in Saskatchewan communities. Use Alex Janvier's artwork to discuss the attempted assimilation of Indigenous peoples through such systems as residential schools. Explore Canada's attitudes towards multiculturalism through Jacqueline Hoàng Nguyễn's work, and through letter writing. These activities address indicator e, especially if further discussion specific to Saskatchewan occurs.
- **DR4.1** Correlate the impact of the land on the lifestyles and settlement patterns of the people of Saskatchewan. Use our post-tour activity to explore students' connections between their own environments and their lives, beginning to address indicator f.

- **DR4.2** Explain the relationship of First Nations and Métis peoples with the land. Use Alex Janvier's artworks to explore his interpretation of the relationship between Dene people and their environment. Use two of his artworks, *Apple Factory* and *Nehobetthe (Land Before They Arrived)*, to compare the life of Indigenous peoples before and after contact. These actions begin to address indicators a and b.

GRADE 5 - CANADA

- **IN5.1** Demonstrate an understanding of the Aboriginal heritage of Canada. Use Alex Janvier's artworks, in particular pieces like *Nehobetthe (Land Before They Arrived)*, to consider what the lives of Indigenous peoples were like before contact with Europeans as a starting point to addressing indicator b.
- **IN5.2** Analyze the evolution of Canada as a multicultural nation. Explore Canada's attitudes towards multiculturalism through Jacqueline Hoàng Nguyễn's work, and through a letter writing activity about Canada. Compare the attitudes towards immigration and multiculturalism in 1967 with those in 2017. These activities address indicators i and d.
- **DR5.2** Assess the impact of the environment on the lives of people living in Canada. Use Alex Janvier's artworks to explore his interpretation of the relationship between Dene people and their environment. Consider specific issues, such as oil extraction on the traditional territory of the Lubicon Lake First Nation. Use the art piece *Nehobetthe (Land Before They Arrived)*, to consider the life of Indigenous peoples before contact. These activities begin to address indicators b and c.

- **PA5.3** Develop an understanding of the nature of the treaty relationship between First Nations and Canada's federal government. Alex Janvier often challenges people to remember treaty obligations through his artwork, and through actions such as signing his name with his treaty number. Use his artwork to discuss treaty rights and what they mean to all people within Canada, to help learn about Indigenous groups who did not sign treaties and never formally ceded their land to the government, and how the European and Indigenous perspectives on the meaning of the treaties differed. These discussions will begin to address indicators a-d.

GRADE 6 - CANADA AND OUR ATLANTIC NEIGHBOURS

- **IN6.1** Evaluate and represent personal beliefs and values by determining how culture and place influence them. Alex Janvier's work is an example of artistic expressions of an Indigenous person in Canada, and can be researched as part of indicator c. Both exhibitions can be used to discuss Canada's approaches to cultural diversity, in particular comparing and critiquing attitudes in 1967 to attitudes in 2017. They can be a starting point for discussions about assimilation, accommodation, and pluralism, addressing indicator d.
- **IN6.2** Examine the social and cultural diversity that exists in the world, as exemplified in Canada and a selection of countries bordering the Atlantic Ocean. Discuss how the artwork of Alex Janvier assists in bringing an Indigenous perspective of intercultural understanding to Canada. Consider his contributions to artistic culture in Canada. These discussions will address indicators b and c.

- **IN6.3** Develop an understanding that global interdependence impacts individual daily life in Canada and a selection of countries bordering the Atlantic Ocean. Use discussions around Jacqueline Hoàng Nguyễn's work and a letter writing activity to discuss why people choose to immigrate to Canada, contributing to indicator b. Consider Alex Janvier's contributions to enhancing understanding between Indigenous and non-Indigenous peoples in Canada, contributing to indicator g.
- **IN6.4** Explore aspects of cultural change over time, including: reasons for cultural change; examples of cultural change; how cultural change affects youth; and how youth respond to cultural change. Use Alex Janvier's work to discuss cultural change created by European immigrants coming to Canada. Use two of his artworks, *Apple Factory* and *Nehobethe (Land Before They Arrived)*, to compare the life of Indigenous peoples before and after contact. This can be part of the discussions for indicator c.
- **DR6.1** Analyze the impact of the diversity of natural environments on the ways of life in Canada and a selection of countries bordering the Atlantic Ocean. Consider how Alex Janvier depicts natural environments and the encroachment of technology through his paintings, addressing indicator c. Consider how the land that his Dene family traditionally lived in, the area around Cold Lake, has influenced him as an artist, contributing to indicator d.
- **DR6.3** Appraise the strategies human societies have used to orient themselves within time and place in the natural environment. Use Alex Janvier's artworks to explore his interpretation of the relationship between Dene people and their environment. Compare this relationship

to how the Government of Canada sees the environment, and how it grants land use and access to resources. This discussion will apply to indicator e.

- **DR6.4** Relate contemporary issues to their historical origins in Canada and a selection of countries bordering the Atlantic Ocean. Students will discuss the evolution of attitudes towards immigration, as well as the treatment of Indigenous peoples in Canada, considering specifically the attitudes and beliefs of Canadians in 1967 versus those of 2017. They will also discuss how this affects current issues such as disagreements about Syrian refugees entering Canada, or the current relationship between Indigenous peoples and colonizing peoples of Canada. These discussions begin to address indicator b.
- **PA6.2** Analyze the distribution of power and privilege in Canada and a selection of countries bordering the Atlantic Ocean. Use both exhibitions to inspire discussions of white privilege in Canada, and how that privilege has negatively impacted Indigenous peoples and people immigrating to Canada with diverse backgrounds, beginning to address indicator d.
- **PA6.3** Explore examples and explain how people, such as ethnic minority groups, the disabled, young people, and the elderly, may be affected by injustice or abuses of power. Students will discuss the government's misuse of power in several situations related to Indigenous peoples using Alex Janvier's artworks depicting the experience of residential schools, and disputes between the government and Indigenous people over traditional land. These discussions address indicator d.

GRADE 7 - CANADA AND OUR PACIFIC NEIGHBOURS

- **DR7.1** Analyze and use various types of maps (that provide differing perspectives and information for differing purposes) in order to situate current issues in Canada, and in a selection of Pacific Rim and northern circumpolar countries. Use a map to locate Cold Lake First Nations, and potentially Lubicon Lake First Nations (which would show traditional territory versus current reserve land). These actions address indicator c.
- **DR7.2** Appraise the impact of human habitation on the natural environment in Canada, and in a selection of Pacific Rim and northern circumpolar countries. Alex Janvier often uses symbols in his artwork to discuss the encroachment of technology on natural environments. Students will discuss depictions in his work of the over consumption of natural resources and how that affects Indigenous peoples, such as the effect of oil extraction on the Lubicon Lake Cree Nation. These discussions explore indicator b.
- **DR7.3** Analyze the relationship between current and historical events and the physical and social environments in Pacific and northern Canada and in a selection of Pacific Rim and circumpolar countries. Use two of Alex Janvier's artworks, *Apple Factory* and *Nehobethe (Land Before They Arrived)*, to compare the life of Indigenous peoples before and after contact, as part of indicator c. Discuss the relocation of Indigenous children to residential schools, and the continuing affect this has had on Indigenous peoples, addressing indicator d.

- **RW7.3** Assess the ecological stewardship of economies of Canada and the circumpolar and Pacific Rim countries. Use Alex Janvier's artworks to explore his interpretation of the relationship between Dene people and their environment as part of a discussion around possible meanings of the word "stewardship." Discuss how this relationship considers sustainability. These discussions begin to address indicators a and b.

GRADE 8 - INDIVIDUALITY IN CANADIAN SOCIETY

- **IN8.1** Investigate the meaning of culture and the origins of Canadian cultural diversity. Students will discuss how Alex Janvier retains his Dene culture through his artwork, and how he depicts images of ceremonies, dance, and traditional clothing. They will also discuss attempts to assimilate Indigenous peoples and remove their cultures through residential schools and other actions. These discussions begin to address indicator c.
- **IN8.2** Appraise the influence of immigration as a factor in Canadian cultural diversity. Students will explore Canada's attitudes towards multiculturalism and immigration through Jacqueline Hoàng Nguyễn's work, and through writing a letter about Canada. They will compare the attitudes towards immigration and multiculturalism in 1967, with those in 2017. These actions will address indicators a and c.
- **DR8.1** Develop an understanding of the significance of land on the evolution of Canadian identity. Use Alex Janvier's artworks to explore his interpretation of the relationship between Dene people and their environment.

Students will compare this to a contemporary Western European understanding of land and our relationships with it. These discussions address indicator b.

- **DR8.2** Describe the influence of the treaty relationship on Canadian identity. Alex Janvier often challenges people to remember treaty obligations through his artwork, and through actions such as signing his name with his treaty number. Students will use his artwork to discuss treaty rights and what they mean to all people within Canada, to help learn about Indigenous groups who did not sign treaties and never formally ceded their land to the government, and how the European and Indigenous perspectives on the meaning of the treaties differed. These discussions will begin to address indicators a-e.
- **RW8.3** Critique the approaches of Canada and Canadians to environmental stewardship and sustainability. Alex Janvier's depictions of the role of Dene people in environmental stewardship, and the discussions surrounding Canada's current approaches to environmental issues could later be added to timelines in class, addressing indicator a.

GRADE 9 - THE ROOTS OF SOCIETY

- **IN9.2** Compare the factors that shape worldviews in a society, including time and place, culture, language, religion, gender identity, socio-economic situation, and education. Through paintings like *Apple Factory* and *Nehobethe (Land Before They Arrived)*, students will discuss differences between the traditional lives of First Nations people in Canada and the lives of the early European immigrants. They will also discuss what

modern Indigenous worldviews, and the worldviews of newcomers to Canada look like in the context of today's contemporary Canadian society. These discussions will address indicators D and E.

- **IN9.3** Analyze the ways a worldview is expressed in the daily life of a society. Students will discuss how Alex Janvier's work expresses a modern Dene worldview. Inspired by Jacqueline Hoàng Nguyễn's work, students will write letters to immigrant families that explore our own views of our Canadian identities. These activities address indicator C. Through looking at Janvier's works on residential schools, consider how Canada's education system has changed, and how it has remained similar in nature to the residential school system, addressing indicator D.
- **IN9.4** Determine the influence of worldview on the choices, decisions, and interactions in a society. Students will use Jacqueline Hoàng Nguyễn's work to examine our attitudes in the past and present towards people immigrating to Canada and multiculturalism. They will use Alex Janvier's work related to initial contact between European and Indigenous people to discuss early Canadian attitudes towards expansion into Indigenous territory, and how this expansion and the signing of treaties was interpreted differently by both sides. These discussions address indicators B and C.
- **DR9.3** Assess the relationship of the natural environment in the development of a society. Students will use Alex Janvier's artworks to explore his interpretation of the relationship between Dene people and their environment. They will consider specific issues, such as oil extraction on the traditional territory of the

Lubicon Lake First Nation. They will also use the art piece *Nehobette* (Land Before They Arrived), to consider the life of Indigenous peoples before contact. These discussions will address indicator G.

- **PA9.2** Analyze the impact of empire-building and territorial expansion on Indigenous populations and other groups (in the societies studied.) Through Alex Janvier's work, students will have discussions about the impact of residential schools, the signing of treaties, and disputes where treaties were not honoured or treaties never took place and land was taken illegally from First Nations peoples. This could be a starting point for indicator C.

SOCIAL STUDIES 10:

Unit Five, International Political Relations

- Know that the goal of national sovereignty is in a constant state of tension with the goal of global interdependence. Students will discuss how Alex Janvier draws attention to Canada's treaties by depicting arguments over disputed territory (of both First Nations that have signed treaties and those that have not), and through signing his name with his treaty number. They will discuss how treaties are often viewed by the Canadian government as a means of asserting sovereignty over Indigenous peoples, even though they were signed with the understanding of Indigenous groups maintaining their own sovereignty.
- Should one group be awarded the right of state sovereignty and another not be given that right?
- Students will discuss how Alex Janvier's work challenges the Canadian government's control over Indigenous people. They will discuss how in some instances, the control that the

Canadian government tries to assert over Indigenous groups was never negotiated in treaties.

NATIVE STUDIES 10

Unit One - Identity and Worldviews: Aboriginal Perspectives

- Interpret the harm caused by ignorance-based thinking. Students will understand how bias, discrimination, racism, stereotyping, and prejudice continue to create judgement of Indigenous peoples today, and discuss the harm that these ways of thinking caused through images that depict the effects of residential schools, and the effects of living in a Euro-centric society on Indigenous individuals.
- Value Aboriginal worldviews as valid ways of thinking and knowing and understand that worldviews underly self-concept. Using the room of circular works by Alex Janvier, and his use of circles throughout his work, students will discuss circularity as it applies to Indigenous worldviews.

Unit Two - Community and Kinship

- Compare Aboriginal peoples' and European \ views of the land. Learn about how Alex Janvier depicts the Dene relationship to the land in his work, and how he understands this relationship as a complicated one of give and take where people have a responsibility to protect the environments they live in.

Unit Three - Governance: Aboriginal Perspectives

- Examine the harmful effects of forced change. Know that Euro/Canadian government policies intended to 1) remove Aboriginal people from their land, 2) suppress Aboriginal nations and

their governments, 3) undermine Aboriginal cultures, 4) erode Aboriginal identity.- Use the events depicted in Alex Janvier's work to discuss such issues as how the Lubicon Cree Nation and the Cold Lake First Nation were forced off of large sections of their traditional territories. Students will discuss how residential schools and ongoing lack of respect for traditional First Nations education have affected individuals' identities.

- Understand the legislation that affects Aboriginal peoples. Students will discuss treaties, and Alex Janvier's use of his treaty number to bring attention to the agreements made between First Nations and the Canadian government.
- Realize the devastating effects of the Residential School system. Students will explore how Alex Janvier depicts the ongoing harm created by the Residential School System in his artwork.
- Investigate the factors that led to Aboriginal peoples losing their traditional, historical territories. Referencing issues depicted in Janvier's work, such as the disputes between Lubicon Lake Nation or the Cold Lake Nation and the Government of Canada, students will learn about the events that lead to pushing Indigenous people off large sections of their traditional territories to suit the desires of the Canadian government.

SOCIAL STUDIES 20

Unit 3 - Environment

- Know that the environment is a complex system of interacting, interdependent, living and non-living parts, with the whole of the environment being greater than the sum of its parts. Use Alex

Janvier's artworks to explore his interpretation of the relationship between Dene people and their environment.

- Know that the power of technology affects both the natural and social environments and has consequences attached to its use. Students will discuss how Alex Janvier uses symbols in his work to represent the encroachment of technology on the natural world. They will discuss the effects on the environment of actions such as drilling for oil.
- Should nature be seen: Subjectively as a machine... or Objectively as an organic whole? This question can be addressed in the aforementioned discussions of our relationship to the environment.

UNIT 4 - WEALTH AND POVERTY

- Know that marginalization is a process of isolating groups of people from those that have social dominance within society. Use both exhibitions to discuss ways in which the treatment of Indigenous and multicultural communities in Canada often marginalizes people, both historically and currently.
- Acceptance and Empowerment: students will discuss how people like Alex Janvier and the First Nations Group of Eight in Canada help empower other Indigenous artists.

NATIVE STUDIES 20

Unit 1 - Self-Determining and Self-Government

- Political rights of Indigenous peoples have historically been repressed by dominant societies. Use Alex Janvier's artwork to explore this repression. In particular, one of his pieces explores the rights of the Lubicon Lake

Cree, which relates specifically to a case study suggested in this curriculum.

- Individual and organized effort is necessary to protect the rights of Indigenous peoples and assist them in realizing self-government: Students will consider how artists like Alex Janvier use their popularity to bring issues around Indigenous rights to the attention of Canadians as a whole. Use this tour and our post-tour activity to consider every citizen's role in protecting Indigenous rights.

Unit 2- Development

- Indigenous peoples' concept of development is defined by their common respect for the land. That concept is both individual and communal. Use Alex Janvier's artworks to explore his interpretation of the relationship between Dene people and their environment.
- Indigenous peoples and their traditional territories are threatened by the effects of many forms of resource development which are insensitive to Indigenous beliefs and practices. Use Alex Janvier's artwork to explore specific historical cases where resource development affected Indigenous people.
- Indigenous principles of development, conservation and change are increasingly relevant to non-Indigenous science and technology, and schemes for sustainable development, pollution control and waste management. Using our post-tour activity, consider creating a classroom plan related to sustainability.

UNIT 3 - SOCIAL JUSTICE

- Increase their understanding of the history, nature and effects of prejudice, discrimination,

racism, ethnocide and genocide. Use Alex Janvier's works, such as *Apple Factory*, to have these discussions.

- Become aware of specific instances of social injustice, historical and current. Use Alex Janvier's work to learn about specific cases of social injustice, such as the treatment of the Lubicon Lake Cree people. While not included in this exhibition, Janvier has also done work addressing the Oka crisis, which could be used as another case study.
- Develop a personal action plan for social change around an issue of personal concern. Use our post-tour activity, and make a classroom plan to take action on a specific social justice issue.

SOCIAL STUDIES 30

Unit 1 - Change

- This tour could be used to support learning about social contracts between Indigenous and non-Indigenous peoples of Canada. Also, through paintings like *Apple Factory* and *Nehobethe (Land Before They Arrived)*, discuss the changes that occurred in the lives of Indigenous people after contact with European settlers.

Unit 3 - Culture

- This tour could be used to discuss concepts such as acculturation, assimilation, accommodation, xenophobia, and ethnocentrism. It discusses multiculturalism, and how Canada is a nation of many identities, and explores our attitudes towards multiculturalism.

Unit 4 - Governance

- Alex Janvier's work could be used to discuss Indigenous rights and the attempted process of assimilation through residential schools and other actions. His work explores specific case studies, such as the treatment of the Lubicon Lake Cree Nation.

NATIVE STUDIES 30

Unit 1 - Aboriginal and Treaty Rights

- Understand the effects of Canada's expansion in the 1800's. Through paintings like *Apple Factory* and *Nehobetthe (Land Before They Arrived)*, students will discuss the changes that occurred in the lives of Indigenous people after contact with European settlers.
- Understand the interpretation and basis for interpretation of treaty rights. Use Alex Janvier's work to explore case studies of instances where treaty rights were abused or ignored, and to discuss how to respect those rights today.
- Develop an appreciation for the uniqueness of Indigenous societies and the rights of people in those societies. Use Alex Janvier's work to specifically explore Dene worldview and artistic expressions, considering how this may differ from other Indigenous groups.
- Develop an appreciation that Indigenous peoples have influenced and continue to influence Canadian society as a whole. Consider how as an artist, Alex Janvier challenges Canadian way of thinking.

Unit 3 - Relationships to the Land

- Understand how worldviews and cultural factors influence a people's relationship to the environment. Explore Alex Janvier's interpretation of the Dene people's traditional relationship with the land.
- Develop an appreciation for the complexity of treaty land entitlement and land claim processes. Use the work of Alex Janvier that depicts specific land disputes such as that of the Lubicon Lake Cree Nation as a starting point for further research through our post-tour activity.

PRE-TOUR ACTIVITY

SYMBOL HUNT (ALL GRADES)

MATERIALS

- Pencils, erasers
- Sketchbooks or notepaper and clipboards
- Large paper
- Art materials such as markers, pencil crayons, or paints

INSTRUCTIONS

1. Consider how abstract artwork often uses symbols to convey meaning. Discuss what a symbol is.
2. Take a trip around the school, or a walk through the neighbourhood with your sketchbooks or clipboards. Make notes of any symbols you see.
3. Back at the classroom, add a few more symbols that have personal meaning to you. Also, if few symbols were found on the walk, you may wish to provide a list of universal symbols.
4. Use your collection of symbols to create an artwork. Arrange the symbols on the large sheet on paper in a way that you feel tells a story or conveys an idea. Use various art materials to complete your artwork.

POST-TOUR ACTIVITIES

MAKING A “LAND PLAN” (GRADES K - 6)

MATERIALS

- Writing supplies for making list on walk
- Cameras (optional)
- Bulletin board, or poster board

INSTRUCTIONS

1. Take a walk around your school or neighbourhood. Make a list of a.) examples of nature you see, and b.) the examples of nature you interact with and what those interactions are. Consider also taking pictures of your environment to support your lists.
2. Discuss ways that you could support environmental stewardship in your own neighbourhood. These could include choosing to do something additional to help improve the environment, as well as ways you might change personal actions to have less of a negative impact on your environment.
3. Make an action plan that the class will use for the rest of the year to support the environment in your neighbourhood. Display it clearly in the classroom on a bulletin board or poster, and check in frequently with your plan to make sure you are following through.

Older students may wish to use this activity with a larger area or environment than the immediate neighbourhood.

TROUBLED LANDS (GRADES 7 - 12)

MATERIALS

- Research materials and interviewees (computers, library, community resources, elders, and other community individuals)

INSTRUCTIONS

1. In small groups or as individuals, research either: an ongoing land dispute between Indigenous people and the government; an ongoing threat to an ecosystem in your area; or a situation where the two are tied together.

Older students may choose to focus on similar issues throughout Canada or North America rather than just locally.

2. Have students present the information they found to the class.
3. Make a classroom plan to take action to help bring awareness to these issues, and to help aid or resolve them. Students can choose one issue to focus on or discuss ways to act on all the issues researched.

