

VIRTUAL SCHOOL PROGRAM: TEACHER OVERVIEW

HIGHLIGHTS OF THE GRAND HALL

PROGRAM DESCRIPTION

Take your students on an engaging interactive tour of the Museum's Grand Hall. Your journey begins with a stop at artist Alex Janvier's dazzling ceiling painting, *Morning Star*, followed by a look at the mythical figures crowded into Bill Reid's sculptural masterpiece, the *Spirit of Haida Gwaii*. Students will also be introduced to the art and cultural practices of the First Peoples of the Northwest Coast, as they explore entrance poles and six Indigenous house fronts, and examine baskets and hats woven by Indigenous artists.

GRADE LEVELS AND CURRICULUM LINKS

- Grades 3 to 6 (Quebec Cycles 2 and 3)
- Social Studies and Geography

DURATION

- 45 minutes

LEARNING OUTCOMES

At the end of the program, students will be able to identify the following:

- Indigenous knowledge and traditional ways of life.
- Roles and responsibilities of Indigenous communities in transmitting knowledge of the traditional practices of weaving and carving.
- The diversity of Indigenous communities in various geographical regions of Canada.

DELIVERY APPROACH

The Canadian Museum of History's virtual school programs are live and interactive. They are available to groups learning either in the classroom or on personal computers.

For best results, the presenter should be able to see and hear the students, and/or interact with them via the chat function. Teachers are responsible for managing student behaviour.

This program is delivered by a Museum of History staff member, through an interactive presentation — typically via Zoom. However, if your school has special requirements, we would be happy to accommodate these by connecting with your classroom via Google Meet or Microsoft Teams.

PREPARING YOUR CLASS

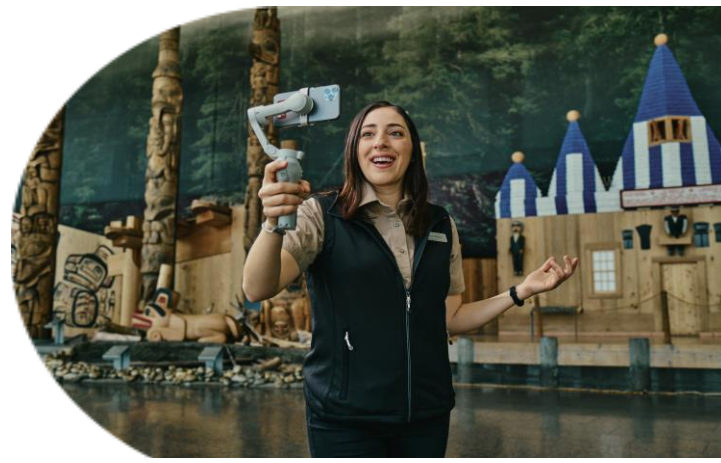
Please visit the [Haida Arts and Technologies](#) page to explore the topic of weaving with cedar bark and spruce roots.

Invite students to explore the videos and artifacts in this section, and ask them to identify:

- What region of Canada do these objects come from?
- Why was weaving important to the First Peoples of the Northwest Coast?
- What are some different uses for baskets?
- What parts of a tree were used to make baskets?

Watch: *Exploring a Unique Haida Oval Basket*

- Identify the names of Ariane's great-great-grandparents, who painted and wove this basket.
- Discuss the different roles men and women might have had in weaving and painting baskets.
- What animals do you see on the basket?
- Why do you think it is so important that young artisans such as Ariane continue the tradition of basket weaving?



POST-VISIT ACTIVITIES

Please visit the [Haida Arts and Technologies](#) page and explore the topic of *Formline Design*.

- Ask students to write their own definition of formline design.
- Encourage students to identify key Haida artists who are taking steps to reflect the Haida language in their work.
- Study the silver bracelet and discuss the impact of colonization on preserving cultural traditions.

Watch: *Exploring a Traditional Woven Haida Hat*

- This is the last artifact students saw during their onsite experience. What additional information did students learn about the hat after watching the video?

EVALUATION

To ensure that our programs remain helpful and relevant to your curriculum and your students, we encourage all teachers to complete the online evaluation. A link to the evaluation will be sent to the email used to book the program. We hope you take advantage of this opportunity to provide us with important feedback on your Museum experience.

RESERVATIONS

To make a reservation, please call 819-776-7014, or email us at information@historymuseum.ca.

CANADIAN MUSEUM OF HISTORY

100 Laurier Street
Gatineau QC K1A 0M8
Canada
historymuseum.ca/education