


OBJECTS

TELL THEIR STORIES



GUIDE FOR **TEACHERS**  Sequence of activities: **Drum**

**INDIGENOUS CULTURES
EDUCATION KIT**





PROJECT

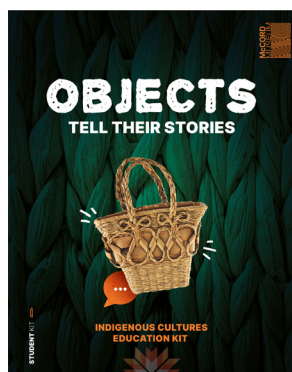
EXPLORING INDIGENOUS UNIVERSES THROUGH OBJECTS AT THE MUSÉE MCCORD-STEWART

The *Indigenous perspectives: objects tell their stories* project is a resource for elementary school teachers that is mainly geared toward cycle 2 and 3 students, who will learn about Indigenous societies through the words of members of First Nations communities. This pedagogical tool will enable students to explore various facets of Indigenous societies and hear how members of different groups view their traditions, values and thriving cultures.

What sets this kit apart is the emphasis it places on multifaceted Indigenous voices. Each testimonial sheds new light on the past, present and future of Québec's Indigenous nations. Indigenous people of different ages and from a range of communities and backgrounds contributed to every step in the project's development.

The kit includes four sections related to a specific object: the basket, the canoe, the wampum and the drum. The guide details the sequence of activities for each object and contains the documents for students. The videos and other visual resources are available on the Musée McCord-Stewart website.

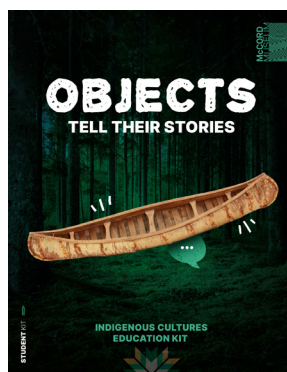
Students will reflect on and analyze the objects' roles in Algonquian and Iroquoian societies (e.g. production, uses, significance, etc.).



BASKET

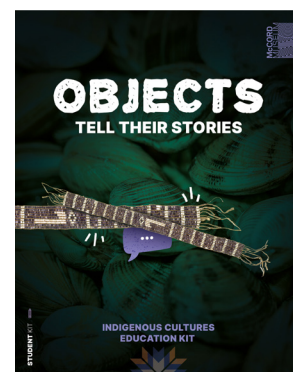


DRUM



CANOE

(under development)



WAMPUM

(under development)



PRESENTATION OF THE EDUCATION KIT

For each object from the Musée McCord-Stewart, two types of video resources explore different points of view: three firsthand testimonials and a video by a young Indigenous person created as part of the [Wapikoni Mobile](#) workshops.

The videos each reveal facets of historical objects from the McCord collection in the current context. The series includes an information sheet on the community to which the object belongs, an object record and an image of the object.

Additional external resources are listed in the annex.

Materials available for each object:

- **3 video testimonials**
- **Documentary directed by an Indigenous person for a Wapikoni Mobile workshop**
- **Student kit**
- **Community sheet**
- **Map of the nation**
- **Photo of the object in the McCord collection**
- **Record of the object in the McCord collection**

The teacher's guide supports the content of the videos and proposes tracks to engage students in approaches to build their knowledge based on their learnings on observation, listening, contextualization, exploration and analysis. The model fosters holistic working based on the overarching themes of Québec's education program. Topics including living environments, tools, technical objects, territory, lifestyles and traditions are also explored. This comprehensive perspective highlighting Indigenous cultures is in line with First Nations' circular thinking.

Through inquiry learning, students will watch the video testimonials of members of First Nations and discover the objects in the Musée McCord-Stewart's Indigenous Cultures collection to find out more about them and what they mean to the society from which they emerge. The testimonials will put students in contact with contemporary Iroquoian and Algonquian societies.



PRESENTATION OF THE EDUCATION KIT

DISCOVER THE OBJECTS FROM OUR ENCOUNTERS!



Total time: two 60-minute periods per object

Alignment with Québec's education program

With the *Indigenous perspectives: objects tell their stories* kit, teachers can broaden their social sciences, science and technology, and French curriculums by using the content to spark reflection and consolidate learnings.

The **learning activities** touch upon broad areas of learning: environmental awareness, consumer rights and responsibilities, citizenship, and community life.



In **social sciences**, the focus is on these skills:

- Perceive the organization of a society on its territory
- Be open to the diversity of societies and territories

Content knowledge:

- Territories occupied by societies
- Characteristics of Indigenous societies

Researching and working with information in geography and history

(*Progression of Learning – Social Sciences p.16*)

- Learn about a problem
- Ask questions
- Plan research
- Gather and process information
- Organize the information
- Communicate the research results



PRESENTATION OF THE EDUCATION KIT

➤ In **French**, the focus is on this skill:

- Oral communication

Content knowledge:

- Interactive situations in oral communication
- Particular features of speech (spontaneous and prepared)

➤ In **science and technology**, the focus is on these skills:

- Propose explanations for or solutions to scientific or technical problems
- Make the most of scientific and technological tools, objects and procedures

Content knowledge:

- Materials
- Properties of matter
- Techniques and instruments

Overview of the activities in the student workbook

Preparation phase:

ACTIVITY 1:

Draw a drum

ACTIVITY 2:

Define the terms
in your own words

Development phase:

ACTIVITY 3:

Gather information from
the video testimonials

Integration phase:

ACTIVITY 4:

Consider the environment,
materials and
transformation

ACTIVITY 5:

Communicate the results

+ ADDITIONAL ACTIVITIES



PRESENTATION OF THE EDUCATION KIT

LEARNING ACTIVITY: DRUM

Preparation

Introduction

Ask students to sit in a circle to facilitate the discussion.

Explain the sequence of activities to students.

Objects reveal the past, present and future of the communities that made them. They are clues that help us understand a community's different aspects. We will explore their importance in several Indigenous cultures.

By asking questions, analyzing the testimonials and exercising your listening skills, you can learn more about Indigenous cultures.

Indigenous peoples believe that listening and observation are essential to understanding and learning. Knowledge is shared through the spoken word.

Students will discover objects—a basket, a drum, a canoe and/or wampum—from the Musée McCord-Stewart's Indigenous Cultures collection through testimonials by members of First Nations communities from across Québec who discuss the objects, their significance and their roles within the groups that made them.



PRESENTATION OF THE EDUCATION KIT

LEARNING ACTIVITY: DRUM

Preparation

Proposed starting point

Ask questions to help students discover what the object is:

If you were going hunting, what type of instruments would you bring with you?

Can you think of an instrument that's round and makes sounds?

What type of instrument is made of wood and hide?

Ask students about drum's materials and features:

Can you name some percussion instruments?

Do you have any at home?

What do you use them for?

How are they made?

What types of materials are they made from?



PRESENTATION OF THE EDUCATION KIT

LEARNING ACTIVITY: DRUM

➔ Preparation

Student activity

Present the tool to gather information.

Draw a drum: ask students to draw a drum during **WORKSHOP 1**.

Step 1 : Understand the problem

Define the problem

In Indigenous cultures, drums are more than just objects meant to play music.

Step 2: Ask questions

The object will be considered through different concepts that characterize Indigenous societies.



PRESENTATION OF THE EDUCATION KIT

LEARNING ACTIVITY: DRUM

➔ Preparation

Student activity

Present **ACTIVITY 2: Define the terms in your own words**, using a concept circle in the students' workbooks. Work with students to define each theme: technical objects, economy, religion, community, territory, natural resources and way of life.

Step 3: Plan the research

The research will be carried out through videos and sources provided by the Museum. The videos include testimonials to discover the different ways in which the drum is significant for Indigenous communities.

Explain how the class will engage in the activity. Students will work in teams. Each team will be assigned one or two of the themes covered earlier (technical objects, religion, community, territory, natural resources and/or way of life). Students will then watch four videos to learn more about the importance of drums in Indigenous communities in **ACTIVITY 3: Gather information from the video testimonials**.

After each video, team members will work together. Then, there will be a class discussion and another team task. Afterwards, teams will draw up a comprehensive analysis of the ways in which the object is significant. Finally, they will present their research to the class.



PRESENTATION OF THE EDUCATION KIT

LEARNING ACTIVITY: DRUM

➔ Preparation

Divide the class into teams of 3 or 4 students and assign each team up to 2 concepts among the following:

- **Technical objects, economy, religion, community, territory, natural resources and way of life.**

➔ Development phase

Step 4: Gather and process information

Student activity

Ask the class to observe the image of the drum in the Museum's collection. Read the object record for the **drum** and the information sheet on **Innu** communities. Locate the Innu nation's territory on the map. Explain to the students that they will hear living testimonials on Innu drums.

Watch the videos in the order listed below. Allow time between videos so teams can complete **ACTIVITY 3: Gather information from the video testimonials**. If necessary, use the prompts (see annex) to help students collect the information they need. As a class, complete workshop 4 (observations). Then, watch the next video.

- **Video 1:** *Katutuat teueikanat (the drum maker), Wapikoni mobile*
- **Video 2:** *Jonathan Lainey, curator and member of the Huron-Wendat Nation*
- **Video 3:** *Ovila Fontaine, Innu storyteller from Uashat mak Mani-Utenam*
- **Video 4:** *Germaine Mesténapéo, community organizer, journalist and information officer*

If time permits, broaden the research to other external sources.



PRESENTATION OF THE EDUCATION KIT

LEARNING ACTIVITY: DRUM

➔ Development phase

Step 5: Organize the information

Student activity

Each team will synthesize its learnings in **ACTIVITY 4: Consider the environment, materials and transformation.**

➔ Integration phase

Step 6: Communicate the findings

Student activity

In **ACTIVITY 5: Communicate the results**, each team will create an oral presentation, drawing, diagram or written text to share what they learned about drums based on the themes they were assigned.

Bring the class together. Ask each team to share their learnings and findings based on their analyses of the video testimonials and discuss the significance of the object for the Indigenous communities. Ask students to discuss the links between the different themes and how they relate to each other.

Reflect on all themes and learnings related to drums and their importance to Indigenous cultures.