

STUDY GUIDE

DISCIPLINE:
LITERARY ARTS

ARTIST:
INDIGENOUS EXPERIENCES



The following package is provided as a supplemental resource to enhance and support the artist’s visit.

It includes curricular connections, assessment strategies, and suggested classroom extensions. All materials are intended for use at the teacher’s discretion and may be adapted as necessary to suit the specific needs of the students.

THIS STUDY GUIDE

Discipline / Artist Example:

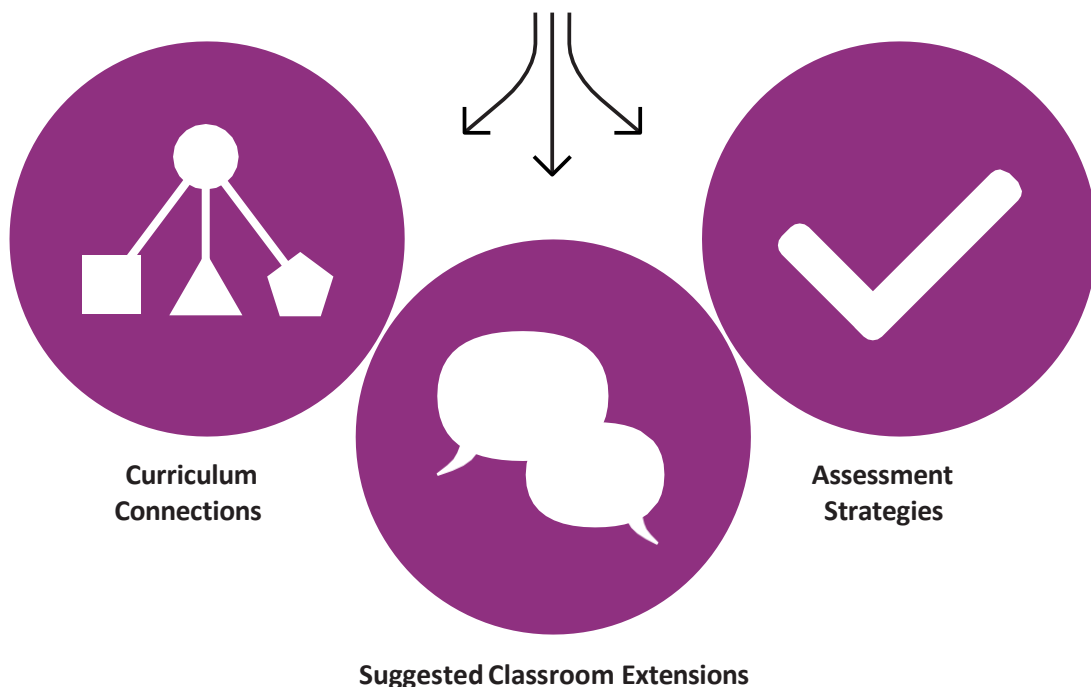


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STUDY GUIDE: LITERARY ARTS

INTRODUCTION TO INDIGENOUS CULTURES

Program Overview

Artist Name: Indigenous Experiences

Artist Bio: Indigenous Experiences offers authentic programs sharing the rich culture, teachings, and history of Canada's Indigenous Peoples from a First Nation perspective. Representing diverse Indigenous Nations, the team highlights Indigenous cultures' evolution. Students engage in traditional activities and games, gaining meaningful insight into both historical and contemporary Indigenous life.

Program Description: This presentation will be led by our team of Indigenous cultural ambassadors, and they will introduce the participants to the rich diversity of our Nations, the common beliefs and way of life among our community's and some of the most common questions they receive. This session will end with an opportunity for the guests to engage with our ambassadors and ask any questions they may have.

Artistic Discipline: Literary Arts, Music, Dance

Recommended Grade Levels: K - 12

Session Logistics: Online only

Cultural Context: 2SLGBTQIA+, Culturally Diverse, Indigenous, Men+, Person of Colour, Women+



Vocab bank/glossary: [Click here](#)



INTRODUCTION TO INDIGENOUS CULTURES

Curriculum Connections

Learning Themes:

- Express their responses to a variety of forms of drama, dance, music, and visual arts from various cultures and communities. (K)
- Strand B – Reflecting, Responding and Analysing
 - Demonstrate an understanding of how societies present and past use or have used dance, and of how creating and viewing dance can benefit individuals, groups, and communities. (Grades 9-12)
- Strand C: Exploring Forms and Cultural Contexts
 - Demonstrate an understanding of a variety of dance forms and styles from the past and present, and their social and/or community contexts. (Grades 1-8)
 - Demonstrate an understanding of the social, cultural, and historical origins and development of dance forms, including their influence on each other and on society. (Grades 9-12)
- Cross Curricular Connections
 - History - Heritage and Identity

INTRODUCTION TO INDIGENOUS CULTURES

Extend the Learning (Discussion Prompts)

Here are optional discussion prompts to extend the artist session in the classroom. These are recommended and are not mandatory. Please use what is best for your classroom. You can also find suggested activities in the additional resources package.

K

Pre

- What do you know about the First People who lived in Canada?
- What kinds of things help people feel part of a community?
- Have you ever heard a story passed down from a family member?

During

- What are some of the things the presenters are wearing or using?
- What do you notice about the music, dances, or stories?

Post

- What is one thing you learned about Indigenous Peoples today?
- How can we show respect to other cultures?

GRADES
1-3

Pre

- What do you think it means to be part of a culture?
- What do you know about Indigenous Peoples in Canada?
- Why is it important to learn about different ways of life?

During

- What are some similarities and differences between your life and the presenters'?
- What are the presenters teaching us about the land or animals?

Post

- What was something new or surprising that you learned?
- What did you enjoy most about the presentation?
- Why do you think it's important to listen to Indigenous voices?

GRADES
4-6

Pre

- What do you already know about First Nations, Inuit, and Métis Peoples?
- What kinds of traditions do you or your family have?
- Why might it be important to hear directly from Indigenous cultural ambassadors?

During

- What teachings or beliefs are being shared?
- What common questions are the presenters answering?
- What do you notice about how culture is passed down?

Post

- How has this changed or deepened your understanding of Indigenous cultures?
- What values seem to be most important in the communities we learned about?
- What can we do to help preserve and honour Indigenous traditions?

GRADES
7-8

Pre

- What does reconciliation mean, and why is it important?
- Why might Indigenous history and culture often be left out of mainstream education?
- What are some respectful ways to learn about another culture?

During

- What connections can you make between the presenters' stories and what you've studied in history or social studies?
- How are contemporary Indigenous experiences different or similar from what you expected?

Post

- What was one moment that stood out to you and why?
- How can we apply what we've learned in our own school or community?

Pre

- What stereotypes or misconceptions exist about Indigenous Peoples?
- Why is it important to learn about Indigenous history from Indigenous voices?
- What role does oral tradition play in preserving culture and knowledge?

During

- How do the presenters challenge or reinforce what you already knew?
- What historical or political contexts are important to understand their stories?

Post

- How did the presentation impact your thinking about Indigenous cultures and Canada's history?
- What responsibilities do we have in reconciliation and allyship?
- How can education systems do better in representing Indigenous perspectives?

LITERARY ARTS

OVERVIEW

Literary Arts education consists of storytelling, poetry, and creative writing and is foundational to developing literate, reflective, and critically engaged members of society. By engaging with diverse stories, students gain insight into complex perspectives and histories, fostering inclusion and emotional resilience. Writing and sharing stories also supports mental health and builds a sense of community and belonging.

The creative and critical analysis process guide students in imagining, crafting, and reflecting on literary work. These frameworks align with MASC's core values and, when paired with artist-led sessions, empower students to become thoughtful creators and engaged learners.

Literary arts naturally support cross-curricular learning. In social studies, students explore historical context through narrative; in science they use writing to explain concepts. These interdisciplinary links help students see knowledge as interconnected and relevant to real-world applications.



APPENDIX

Vocabulary bank/glossary:

- **Indigenous:** The original peoples of a land, such as First Nations, Inuit, and Métis in Canada.
- **Culture:** The way of life, traditions, beliefs, and customs of a group of people.
- **Tradition:** A custom or belief passed down through generations.
- **Community:** A group of people who live, work, or share things in common.
- **Elder:** A respected older person in Indigenous communities who shares wisdom and stories.
- **Land Acknowledgment:** A statement that recognizes the Indigenous Peoples who originally lived on the land.
- **Teachings:** Knowledge or values passed on from one person to another, often through stories.
- **Reconciliation:** The process of rebuilding respectful relationships between Indigenous and non-Indigenous people.
- **Ancestral:** Related to family members from long ago.
- **Storytelling:** Sharing stories, often orally, to teach lessons, history, or values.

Student Health and Well-Being

How did today's activity make you feel (body and mind)?

- Choose a colour to describe that feeling. Use one word to describe how your energy changed after the activity.

Mini-Activity: Feelings Freeze Frame (Tableau)

- Ask students to create a freeze-frame (tableau) that shows how they're feeling right after the activity.
- Then, they can:
 - Share it with a partner or small group
 - Draw their freeze-frame in a journal
 - Write or talk about what made them feel that way

Additional Resources

- Assessment Guide
- Cultural Protocol/Sensitivity Guide
- Evaluation Document
- Resource Database for Further Learning