



Date: _____

Lessons of the Flute

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

We respectfully acknowledge the original lands of the Indigenous Peoples of Treaty 4: Cree, Saulteaux, Nakota, Dakota, Lakota and Treaty 6: Cree, Saulteaux, Dene, and Dakota who are the flute players, Knowledge Keepers, and Elders that inform our understanding of the flute. As well, we acknowledge the homeland to many winged, four-legged, crawling, and water creatures.

LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

1. Identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work. [Arts Education 6 (Cultural/Historical) - CH6.2]
2. Analyze and discuss how artists reflect cultural identity in their work. [Arts Education 6 (Cultural/Historical) - CH6.2c]
3. Make connections between traditional expressions of cultural identity (e.g., throat singing, quill work) and the ideas of contemporary artists. [Arts Education 6 (Cultural/Historical) - CH6.2d]

LIST OF ACTIVITIES

1. Instruction of Lesson
2. Class Discussion
3. Student Reflection
4. Extension - Learning to Play the Flute

MATERIALS

- Website with flute video: Joseph Naytowhow
- Website: Revolutions Per Minute - Indigenous Music Culture - Jason Chamakese
- Webpage: Welcome to "B" 's Native Flutes
- Article: Native American Flutist Shares Sounds and Stories
- Article: Native American Courting Flute
- Video: Tribal Histories, Ojibwe Music
- Book: "Love Flute" by Paul Globle
- Book: "Little Deer and the First Native American Flute" by Al Striplen
- Supplies: Journal and pen/pencil
- Supplies: One flute per student



Music

Origin

Cree
Treaty 4 & Treaty 6
Saskatchewan

Learning Level / Grade

6

Also: 1, 2, 5, 8, 3, 4, 7



60 mins

Related Subjects

Indigenous Ways of Knowing
& Being, Art

DESCRIPTION

The flute is a wind instrument often used in Indigenous cultures on Turtle Island in both ceremonial and social songs. This lesson invites a local Elder, Knowledge Keeper, or flute player to the classroom to discuss the importance of the flute in local Indigenous cultural groups and the history behind the instrument. This lesson will expose students to flute music.

For additional information, resources for teachers on the flute, and more, visit this website, which has information on First Nations culture and music in Canada: [Native Drums](#).

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

- Participatory and experiential learning activities
- Language and Culture
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Personal reflection time (connecting with thoughts and feelings)
- Connections are made with everyday life
- Healthy relationship with self and identity

TEACHERS' GUIDE

Background/Foundational Information

- The knowledge sourced for this lesson comes from Elders, flute players, and/or Knowledge Keepers from the Treaty 4 and Treaty 6 areas who will be invited to the classroom. In order to teach about the flute it is essential that educators reach out to their school's community liaison, cultural coordinator, or Elder for support in this lesson. Find your local Elder or Knowledge Keeper who can speak about the teachings of the flute.

ACTIVITIES

1 - Instruction of Lesson

Purpose

The students will learn about the flute and identify ways that First Nations, Métis, and Inuit artists express cultural identity in contemporary work.

Time: 30 mins

Activity Instructions

The teacher will invite a flute player to the classroom in advance of the lesson (following cultural protocols). The flute player will share their knowledge about the flute and flute songs.

The teacher should become acquainted with the flute music prior to the lesson. The teacher should discuss the depth to which the Elder, Knowledge Keeper, flutist will go into during the lesson and shall provide information to students in advance of the lesson, if necessary.

Several resources are available in the 'Materials' section for learning about the flute.

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:





The following activities reflect the four principal learning styles:





1. Physical: The students will listen to flute songs and learn about the flute. Students will be actively listening in order to learn a new song.
2. Emotional: Flute music is a gift that teaches something important for life. Music has the ability to let your spirit soar.
3. Spiritual: The spirit and emotions are tied here as both are moved through listening to flute music.
4. Intellectual: Attention and listening in order to decipher songs introduced as the flutist asks students to guess familiar songs.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Website with flute video: Joseph Naytowhow	Link 
length of video: 3:12 minutes	
Website: Revolutions Per Minute - Indigenous Music Culture - Jason Chamakese	Link 
Learn about Jason Chamakese and his music here.	
Webpage: Welcome to "B" 's Native Flutes	Link 
Bryan Towers has this webpage that has a lot of information about Native flutes. There is a short video made by Global TV where he describes how he makes the flutes (length: less than 10 minutes). Also, there are several selections of Native flute music at: https://www.bnativeflutes.com/native-flute-music.html	
Article: Native American Flutist Shares Sounds and Stories	Link 
Article about Ojibwe flutist Darren Thompson (Voice of America website).	

Resource Title	Type
Article: Native American Courting Flute	Link 
This essay is on the 'Native American courting flute.'	
Video: Tribal Histories, Ojibwe Music	Link 
<p>Video with Eddie Benton-Benai describes the roles that instruments such as the shaker, flute and drum play in Ojibwe life. Tribal members perform traditional music. Also shown are the Spirit Bird Singers, a group of younger musicians carrying on and extending the traditions.</p> <p>Recorded in the natural settings of the regions that native people have called home for centuries, <i>Tribal Histories</i> feature tribal members sharing the challenges, triumphs and time-honored traditions that have shaped their vibrant communities across generations.</p> <p>This website is part of the Wisconsin First Nations Education website. (length: 29:12 minutes)</p>	
Book: "Love Flute" by Paul Globle	Supplies 
Book for younger grades (1-2). Check your school or local library. Also available for sale on-line.	
Book: "Little Deer and the First Native American Flute" by Al Striplen	Supplies 
Book for younger grades (1-2). Check your school or local library. Also available for sale on-line.	

TEACHING NOTES

2 - Class Discussion

Purpose

Students will analyze and discuss how artists reflect cultural identity in their work.

Time: 15 mins

Activity Instructions

The students will have the opportunity to ask the Knowledge Keeper questions during a class discussion.

Note: These teachings will vary depending on which Knowledge Keeper is the guest speaker. In this lesson plan, it would be someone from the Treaty 4 or Treaty 6 area.

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Intellectual (e.g., Rational, Logical) Learners

... in the following ways:

The following activities reflect the four principal learning styles:

1. **Spiritual:** The spirit and emotions are tied here as both are moved through music.
2. **Intellectual:** Thinking about and analyzing/discussing what the students have learned increases their appreciation for music.

TEACHING NOTES

3 - Student Reflection

Purpose

Students will be given time to reflect on what they have learned.

Time: 10 mins

Activity Instructions

Students will reflect on their experience of learning in their writing journals.

1. Consider the cultural significance of the flute. How would you describe the meaning of the flute in your life?
2. How do you typically learn songs? How is acquiring songs in a traditional way different?
3. How did the content of this lesson contribute to your understanding of Indigenous cultural practices?

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners


... in the following ways:

1. Spiritual: Learners will have time to reflect on how the flute and songs connect with their spirit.
2. Emotional: Learners will have time to reflect on how the flute and songs connect with their feelings.
3. Intellectual: Learners will have time to reflect on how the flute and songs connect with their thoughts about what they have learned and what these learnings mean to them.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Supplies: Journal and pen/pencil	Supplies 

TEACHING NOTES

4 - Extension - Learning to Play the Flute

Purpose

An extension activity is for the teacher to teach students how to play a song on the flute.

Time: 30 mins

Activity Instructions

The teacher will have to supply flutes.

Either the teacher, a music teacher, or the guest flutist can teach the students how to play a song on the flute.

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners


... in the following ways:

1. Physical: The students will listen to flute songs and learn to play the flute.
2. Emotional: Flute music is a gift that teaches something important for life. Music has the ability to let your spirit soar.
3. Spiritual: The spirit and emotions are tied here as both are moved through listening to and playing flute music.
4. Intellectual: Attention and listening - as well as ear-hand/eye-hand coordination - in order to decipher and learn to play songs are mind-expanding skills.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Supplies: One flute per student	Supplies 
The teacher or community will need to source enough flutes for each student so they can practice and learn a song.	

TEACHING NOTES

ASSESSMENT





This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.

Student's discussion groups and reflective journals will show their learning. Using an *assessment for learning strategy*, it is recommended that instructors make notes of student participation and work completed through Anecdotal Notes.

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Office of the Treaty Commissioner	Link 
The Office of the Treaty Commissioner has resources for groups or individuals in school or in workplaces who want to be educated.	
Inspiring Success: First Nation's and Métis, Pre K – 12 Education Policy Framework	Link 
The Saskatchewan Ministry of Education's <i>Inspiring Success: First Nation's and Métis, Pre K – 12 Education Policy Framework</i> is being followed. It contains guidelines and protocols for Indigenous content, as well as the content itself.	
White Birch Tree Conceptual Framework	Link 
(pp. 16-19)	
Full Circle: First Nations, Métis and Inuit Ways of Knowing	Link 
"Full Circle: First Nations, Métis and Inuit Ways of Knowing is the fifth in a series of Common Threads classroom resources produced by and for Ontario Secondary School Teachers' Federation (OSSTF/FEESO) members. Each project in the series tackles an important social issue that is cross-curricular in nature and compels students to examine their beliefs, choices and actions."	

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

Participatory and experiential learning activities
Language and Culture
The focus is initially on listening to flute music and learning about the flute. More in depth study could involve learning to play the flute.
Relationship with family, ancestors
Students are encouraged to share their learning, especially the cultural components, with their parent(s)/guardian(s), family members, and broader community.
Connections are made with everyday life

<p>Learning about the flute and flute music shapes students' identity because knowing about another instrument traditional to Indigenous People and, in particular, the First Nation's flute origin provides important historical knowledge.</p>
<p>Intergenerational learning with Elders/Knowledge Holders</p>
<p>Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes</p>
<p>Intergenerational learning with Elders/Knowledge Holders</p>
<p>Ethics in the classroom: care, truthfulness and trust, respect, integrity</p>
<p>This lesson plan manifests care, respect, truthfulness, trust and integrity by respecting the flute player or Knowledge Keeper, by being a "good listener," and by learning from the knowledge being shared. Respecting protocol and offering tobacco to the flute player or Knowledge Keeper by the teacher or a select student models an ethical practice. The students are respectful to the group in all aspects of their learning, but especially if they have questions or want to share something.</p>
<p>Different learning styles; attention given to mind, body, and spirit</p>
<p>Healthy relationship with self and identity</p>
<p>Learning about the flute helps shape identity and create a strengthened positive identity because knowing about traditional First Nation's instruments like the flute, creates connection to identity and history.</p>
<p>Personal reflection time (connecting with thoughts and feelings)</p>
<p>Students will reflect on their experience of learning in their writing journals. 1. Consider the cultural significance of the flute. How would you describe the meaning of the flute in your life? 2. How do you typically learn songs? How is acquiring songs in a traditional way different? 3. How did the content of this lesson contribute to your understanding of Indigenous cultural practices?</p>

OTHER DETAILS

This Lesson Plan aims to meet curriculum expectations or outcomes for: Saskatchewan Yes

Stream: Academic

RELATED LESSON PLANS

- La flûte comme outil d'enseignement
- Lessons of the Drum

CONTRIBUTORS

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QUESTIONS/MORE DETAILS

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