

Date: \_\_\_\_\_

## CityScapes

### 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.:*

The original signatories for The Articles of Treaty 7 include the Blackfoot, Blood, Peigan, Sarcee, and Stoney Nations as well as Her Majesty the Queen of England on behalf of Canada. Treaty 7, signed on September 22, 1877 describes the expansive lands exchanged for benefits promised in perpetuity to the descendants of the signatories, which include health care, schools, and reserved land. The Treaty is a living document, all people living in Treaty 7 territory are treaty members bound with mutual responsibilities to support peaceful co-existence.

### LEARNING OUTCOMES

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

1. appreciate and interpret artworks for their symbolic meaning through understanding these concepts:
  - artistic style affects the emotional impact of an artwork;
  - an artwork can be analyzed for the meaning of its visible components and their interrelationships;
  - artworks contain symbolic representations of a subject or theme;
  - artworks can be appreciated at many different levels, literal and symbolic;
  - An art critic helps us to understand works of art.
2. create emphasis through the use of structural devices and strategies by understanding that:
  - viewfinders are useful devices to determine the best format for what will be portrayed, and the centre of interest;
  - the important area in a composition can be enhanced by radial, conical and framing structures;
  - rhythmic features can lead the eye to the dominant area in a composition;
  - arrangements of forms into shapes and patterns can tighten a design, direct attention and hold interest in a composition.

### LIST OF ACTIVITIES

1. See Think Feel Provocation
2. How to Use a Camera
3. Elements of Photography
4. Evaluating other photographs
5. Assignment: Create your own photo essay

### MATERIALS

- See Think Feel Cityscapes Provocation



**Art**

#### Origin

**Stardale Women's Group Inc.  
Foundation / NCCIE  
Calgary  
Alberta**

#### Learning Level / Grade

**6**

Also: 5, 7



**350 mins**

#### Related Subjects

**Social Studies, Indigenous  
Ways of Knowing & Being**

- **Handout: Using your Camera Checklist**
- **Tricks & Tips for the iPod Touch With a Camera : iPod & iPod Touch**
- **Handout: Photography Tips and Checklist**
- **7 Powerful Photography Tips for Amazing Photos**
- **Handout: Photograph Evaluation Checklist**
- **Handout: Photograph Assignment**
- **CityScapes Photo Essay**
- **Kainai LandScapes Photo Essay**

## DESCRIPTION

Many Indigenous peoples have moved to urban areas for employment or educational opportunities. While many of the Indigenous urban youth consider the urban centre their home, it is important to keep close ties to their Indigenous communities to help maintain their traditions and their sense of self, family, community and language.

In this lesson, students will take photographs that illustrate their perceived connection between living in an urban centre and their Indigenous community and culture. Then they will create their own photo essay, which can either be featured individually and/or combined with others to create one large slide show by the entire group.

## 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:*

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

## TEACHERS' GUIDE

### Background/Foundational Information

- In 2016, almost 900,000 lived in urban areas in Canada. The largest Urban Indigenous populations are in Winnipeg, Edmonton, Vancouver, Calgary, and Toronto. Many people have moved to urban areas for employment or educational opportunities. Some have lived in cities for generations and some are new to the city. For many people, the transition for those who move from rural settings to urban settings can be a challenging journey. And while many of the youth included in these numbers eventually consider the urban centre their home, it is important to keep close ties to their Indigenous communities to help maintain their traditions and their sense of self, family, community and language. To read more about urban Indigenous peoples, visit: <https://opentextbc.ca/indigenizationfoundations/chapter/urban-indigenous-peoples/>.

#### Photo Essays

This lesson plan involves the creation of a photo essay by each individual in the group/class. A photo essay is a series of photos that tells a story or evokes an emotion in its audience. These can range from only photos to photos within an actual essay. One way to get started on a photo essay is to decide on a message or work with a question you want to answer. But while you might have a message you want to portray, let the story evolve on its own as you take photos. Take a lot of photos and then ask a friend to help you select images.

#### Photography Tips

##### ***Frame Your Subject***

Fill the frame with your subject and little else or your subject will get lost in the photo. And remember to use your feet to get closer rather than the zoom on your camera. This will help you better frame your photo.

##### ***Simplify Your Background***

The background is as much a part of your photo as the subject so make sure it's not cluttered and messy. Moving

your camera just a few inches to the side can help your image look cleaner. Branches, corners of buildings and other people are just a few things to look out for. Having something sitting in the corner of your shot can be really distracting.

### ***Simplify and Exaggerate***

Try to draw attention to your subject by simplifying and exaggerating its characteristics. You can do this by using contrasting colours, zooming in on one feature, or using perspective to exaggerate features. This will also help your audience to receive the message you might be portraying through your photograph.

### ***Don't Centre your Subject: the Rule of Thirds***

Take your picture through a frame, such as a doorway or window. Framing can add context to your photos which can build on the meaning.

Also consider what is the subject of the photo and remember that the subject doesn't have to be in the middle of the photo. Use the rule of thirds: mentally divide the shot into thirds using two vertical lines and two horizontal lines, then place visual elements at any of the four intersections.

### ***Create Depth and Connect the Dots***

Make sure to include a foreground and background in your photograph to create depth. And connect the elements of your photo by using leading lines to connect the foreground and background of your image.

### ***Perspective***

Your own height will influence the way the shot looks: tall people take photos looking down and short people take photos looking up. Think about perspective and make it add to your photo: lie on the floor or take the picture through a crowd.

### ***Think about the Light***

First thing to think about, camera flash is unflattering to your subject and really takes dimension from your image. When the light comes from the same angle as the lens (your camera), you're left without any of the scene's natural shadows. Use natural light as often as possible.

When using natural light, early morning and evening light are best. If you can't then try to shoot away from the sun or keep the sun at an angle.

### ***Break the Rules***

Other than framing your subject, break the rules if it makes your photograph more powerful.

## ACTIVITIES

## 1 - See Think Feel Provocation

**Purpose**

This activity sets the stage and encourages students to think about how an urban setting impacts their lives and how it contrasts with life on the reserve, if they experience this.

**Time:** 30 mins

**Activity Instructions**

In small groups, students watch a series of pictures and discuss 1) what they see, 2) what this makes them think, and 3) what it makes them feel. The images should be provocative and encourage students to reflect on their own lives.

In small groups, students watch a series of pictures and discuss 1) what they see, 2) what this makes them think, and 3) what it makes them feel. The images should be provocative and encourage students to reflect on their own lives.

As student look at the images they fill in the chart. When all of the images have been viewed, the students share what they see, think and feel as a group. The instructor can link this to their lives and ask them to think, pair share: how do these connect to your lives?

**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 images in the slide show will contrast life in urban and rural settings with Indigenous people portrayed in a variety of roles, including positive and negative images. This will evoke feeling in students and after the students go through the exercise they will have the opportunity to share what they see think and feel. Spiritual learners will connect with the urban and rural settings. Visual learners will be stimulated by the slideshow. And emotional learners will relate their feelings to what they think and feel. The entire activity encourages students to link what they see to their spiritual and emotional selves in a logical way.

**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
See Think Feel Cityscapes Provocation	File (See Think Feel Cityscapes Provocation.pdf) 
See Think Feel Cityscapes Provocation	

## TEACHING NOTES

## 2 - How to Use a Camera

### Purpose

Students will be given cameras to use for the project. They will learn how to use the cameras.

**Time:** 60 mins

### Activity Instructions

Students will sign out the cameras and will be taken through the basic elements of how to use an iPod Touch for taking pictures. Each student will learn to turn on the camera, take a photo, zoom in and out, adjust the camera's focus and exposure, and use a filter. After the students are shown each skill, they walk around the room and take pictures to practice.

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

- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners


**... in the following ways:**

This is a hands on lesson where students will be taught each of the skills needed to operate the camera and will be given time to play around with the camera. This is a practical lesson and will not include spiritual or emotional learning.

### 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
<b>Handout: Using your Camera Checklist</b>	File (Using Your Camera Checklist.docx) 
A copy of this handout can be distributed to each person in the group.	
<b>Tricks &amp; Tips for the iPod Touch With a Camera : iPod &amp; iPod Touch</b>	Youtube
Watch this video as a class. Then with the 'Checklist' handout, practice with the camera to get familiar with the different features.	

## TEACHING NOTES

### 3 - Elements of Photography

#### Purpose

To show students how to create a well composed photograph.

**Time:** 60 mins

#### Activity Instructions

Students will watch a video on how to make a good photograph. Then they will take each of the elements discussed in the video and practice them. They will choose one subject and will use their checklist (attached in the 'Materials' section below) to take the photograph with a different focus each time until all of the components have been integrated.

The video is in the 'Materials' section below: '7 Powerful Photography Tips for Amazing Photos'

When the photos are completed, students will partner up and share what they did with a partner, describing the process they went through as they took the photos.

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

- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners

**... in the following ways:**

This is a hands on lesson where students will be taught each of the skills needed to operate the camera and will be given time to play around with the camera. This is a practical lesson and will not include spiritual or emotional learning.


#### Suggested Adaptations for Different Kinds of Learners

Students could focus on a feeling or belief and try to evoke the feeling/belief in the photo as they go through the photography principles in the video and checklist.

#### 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
<b>Handout: Photography Tips and Checklist</b>	File (Photograph Tips and Checklist.doc) 
Each student receives a copy of this handout. After watching the video, use the checklist on page 3 and practice taking photos.	
<b>7 Powerful Photography Tips for Amazing Photos</b>	Youtube
Watch this video in class/as a group and then practice with your camera, using the 'Checklist' handout.	

### TEACHING NOTES

## 4 - Evaluating other photographs

### Purpose

Students will evaluate other people's photos in order to gain familiarity with photograph composition and source of images.

**Time:** 60 mins

### Activity Instructions

For homework, students need to scrapbook 5 B&W and 5 color pictures from magazines and the news (no captions). They will use these images to evaluate the composition. This can be done as one lesson, going through all of the photographs at once, or it can be done as a warm up over multiple lessons. The purpose is to encourage students to analyze photographs using the photographic elements and discuss what they think the artist's message might be.

They will use these photos for two purposes:

1. Composition evaluation including rule of thirds, framing, perspective and background
2. Content, message and emotion

Students will pick one photo at a time from the scrapbook and quick-write on post its about why it's a good image and what its message(s) is/are. They will then share their thoughts with other students in their group who are looking at the same image. Students will rotate from table to table reflecting on different images. At the end of time, the instructor will have a group discussion with students:

- How similar or different were your opinions on the composition of the images?
- How similar or different were your opinions on the messages or meaning behind the images?
- Why do you think your opinions were more similar on the composition than on the meaning (audience perspective differs)?
- How do you think people different from you might view these photographs?
- What have you learned from these photos that you could apply to your own photography?

**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:**

Depending on the photographs chose, students will discuss the emotional and spirtual connection with the photos. Evaluating the composition of the photographs will encourage students to use their logical thinking and compare what they have learned about the elements of photography. Encourage students to connect to their own lives and think about universal emotions.

### 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
Handout: Photograph Evaluation Checklist	File (Photograph Evaluation Checklist.doc) 
Each student/group member receives a copy of this handout. With a partner, they will discuss these questions using photos from their homework portfolio.	

## TEACHING NOTES



## 5 - Assignment: Create your own photo essay

### Purpose

Students will demonstrate their understanding of photo composition and source of image by creating a personal photo essay.

**Time:** 120 mins

### Activity Instructions

#### Assignment:

You are an amazing artist! You are going to take photos of life as you see it and experience it. Your photo essay or stories might answer some of these questions:

- What does it mean to live in the city?
- What does it mean to be young in a city?
- What does it mean to be Indigenous in an international city (lots of different cultures not Indigenous to Canada)?
- What is your life like in the city and how does it compare to your experiences on reserve?

Your photographs will answer these questions. You aren't just taking any old picture - you are sharing your identity as a young Indigenous person living in an urban community. These pictures will be shared in a photographic exhibit where members of the community will come to see your photographs.


Two Photo Essays are attached as examples, juxtaposing urban and rural perceptions.

Once the students have taken their photographs, the teacher or the students can work with software, such as PowerPoint, to create a slide show with their photographs. They can place the photos in the order they wish them to appear.

### 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
<b>Handout: Photograph Assignment</b>	File (Photography Assignment.doc) 
Each student/member of the group gets a copy of this assignment.	
<b>CityScapes Photo Essay</b>	Youtube
<p>This is an example of an urban photo essay.</p> <p>Urban / Rural Indigenous perspectives of the landscape while co-opted by their surroundings reflect Indigenous meaning. Within <i>CityScapes</i>, buildings, hardened by the lights, are laced with images of past family members and Indigenous memory. In <i>Kainai LandScapes</i>, rural scapes shift with rivers, waterfalls, sunrises and sunsets punctuated by wildlife. These two backgrounds are equally and indelibly intertwined to form parts of the newly emerging Indigenous expression of Canada.</p>	
<b>Kainai LandScapes Photo Essay</b>	Youtube
<p>This is an example of a rural photo essay.</p> <p>Urban / Rural Indigenous perspectives of the landscape while co-opted by their surroundings reflect Indigenous meaning. Within <i>CityScapes</i>, buildings, hardened by the lights, are laced with images of past family members and Indigenous memory. In <i>Kainai LandScapes</i>, rural scapes shift with rivers, waterfalls, sunrises and sunsets punctuated by wildlife. These two backgrounds are equally and indelibly intertwined to form parts of the newly emerging Indigenous expression of Canada.</p>	

## 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.*

From an Indigenous perspective, students can explore and discuss how the photo essays they have created also explore connectivity to the self and to the world around them, the social contexts they perceive in their urban environment, and historical relationships. It would be wonderful to have these younger students share their photographs and how they see themselves with elders or older family members who have spent more of their time in their Nation. Having Elders and knowledge holders participate and take pictures themselves would support student learning and identity building.

## 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
<b>Urban Indigenous People - Infographic</b>	<a href="#">Link</a> 
High level information on the increase of Indigenous Peoples living in urban centres in Canada	
<b>Technical advice for beginners</b>	<a href="#">Link</a> 
This article outlines things like how to hold a camera, aperture, composition tips like the rule of thirds and perspective	
<b>7 Tips for Photography</b>	<a href="#">Link</a> 
Harness these 7 simple principles to jump start your photography:	
<b>Photography composition rules</b>	<a href="#">Link</a> 
This article offers 9 compositions rules for creating good photographs, with lots of good examples.	
<b>15 questions to ask yourself when evaluating a photograph</b>	<a href="#">Link</a> 
<b>Guidelines for Great Photos</b>	<a href="#">Link</a> 
A powerpoint with contrasting examples to show which photos look better	
<b>Statistics Canada summary on Indigenous Populations</b>	<a href="#">Link</a> 
<b>CityScapes Photo Essay</b>	<a href="#">Link</a> 
This is a slide show (12:24 minutes) - no music or sound. Watch the slide show, stop it at different images to explore their significance to the photographer.	
<b>Kainai LandScapes Photo Essay</b>	<a href="#">Link</a> 
This slide show is the result of a summer project in Kainai First Nation territory. Youth were given cameras to photograph sights and places that mean something to them personally and with which they feel a connection.	

## 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:*

<b>Relationship with the land</b>
Relationships with the urban environment: This is one of the main focuses of the set of lessons, however students are exploring their urban setting. Ideally they are thinking about their relationship with the land on reserve and comparing that to the relationship with the land in the city.
<b>Participatory and experiential learning activities</b>
<b>Language and Culture</b>
This set of lessons does not focus on language, however, it could become an element of students' photographic essays if this is something they are reflecting on in their personal relationship with the city.
<b>Relationship with family, ancestors</b>
During the exhibit family members can be invited to come to view the photographs. Students should be prepared to describe the photo, what meaning they were trying to portray and should ask their families how the photographs make them feel.
<b>Connections are made with everyday life</b>
The purpose of the photo essay is to reflect students' everyday lives in the context of where they live and where they are from. The photographs will likely include elements of the students' daily lives.
<b>Intergenerational learning with Elders/Knowledge Holders</b>
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
<b>Intergenerational learning with Elders/Knowledge Holders</b>
<b>Ethics in the classroom: care, truthfulness and trust, respect, integrity</b>
To share a personal photo essay will make students feel vulnerable. It is important to create an environment where students feel safe to share. If students reflect on one another's photographs provide language for students to use. Perhaps they can use TAG: Tell one thing you like, Ask one question, Give one suggestion
<b>Different learning styles; attention given to mind, body, and spirit</b>
<b>Healthy relationship with self and identity</b>
This assignment is directly linked to student identity and how they connect themselves with their Nation and with their urban community. Ideally students will have the opportunity to connect with elders and family members from their communities as they go through the process of creating the photo essay.
<b>Personal reflection time (connecting with thoughts and feelings)</b>
<p>You are an amazing artist! You are going to take photos of life as you see it and experience it. Your photo essay or stories might answer some of these questions:</p> <ul style="list-style-type: none"> <li>• What does it mean to live in the city?</li> <li>• What does it mean to be young in a city?</li> <li>• What does it mean to be Indigenous in an international city (lots of different cultures not Indigenous to Canada)?</li> <li>• What is your life like in the city and how does it compare to your experiences on reserve?</li> </ul> <p>Your photographs will answer these questions. You aren't just taking any old picture - you are sharing your identity as a young Indigenous person living in an urban community. These pictures will be shared in a photographic exhibit where members of the community will come to see your photographs.</p>

OTHER DETAILS

This lesson was designed as an extra-curricular activity but it can be applied to the classroom as well. In this lesson, we have developed it as part of the Arts curriculum.

Meets curriculum expectations or outcomes for:

Alberta

This lesson was designed as an extra-curricular activity but it can be applied to the classroom as well. In this lesson, we have developed it as part of the Arts curriculum.

CONTRIBUTORS

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QUESTIONS/MORE DETAILS

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