

LESSON PLAN: BIG IDEA FIVE KENT MONKMAN	
GRADE LEVEL	Grade 6
LENGTH OF LESSON	~45 - 60 minutes
STUDENTS' IDENTITIES & BACKGROUND	Include a description of students' identities as a Grade 6 class (including their cultural identities)
LEARNING GOALS	<p>With this lesson plan, you can engage in the curriculum's Big Idea: "Questioning what we hear, read, and view contributes to our ability to be educated and engaged citizens."</p> <p>Connect with the curricular competency to comprehend and connect (reading, listening, viewing)</p> <ul style="list-style-type: none"> • Recognize and appreciate how different features, forms, and genres of texts reflect various purposes, audiences, and messages • Think critically, creatively, and reflectively to explore ideas within, between, and beyond texts • Recognize and identify the role of personal, social, and cultural contexts, values, and perspectives in texts • Recognize and appreciate the role of story, narrative, and oral tradition in expressing First Peoples perspectives, values, beliefs, and points of view • Construct meaningful personal connections between self, text, and world • Apply appropriate strategies to comprehend written, oral, and visual texts, guide inquiry, and extend thinking <p>create and communicate (writing, speaking, representing)</p>

	<ul style="list-style-type: none"> • Exchange ideas and viewpoints to build shared understanding and extend thinking <p>curricular content</p> <ul style="list-style-type: none"> • Story/text techniques of persuasion • Strategies and Processes oral language strategies, metacognitive strategies
<p>LAYERED TEXTS/RESOURCES *Teachers please make sure to pre-watch the videos prior to showing them in your class.</p>	
<p>VIDEOS</p> <p>Kent Monkman 'reverses the colonial gaze' with new paintings at the Met (3:29) https://www.youtube.com/watch?v=tQl0Hasz-Fo</p> <p>Artist Interview—Kent Monkman: mistikôsiwak (Wooden Boat People) Met Exhibitions (4:18) https://www.youtube.com/watch?v=GwNpUevsKzc</p>	<p>RESOURCES</p> <p>About Kent Monkman: https://www.kentmonkman.com</p> <p>Images: Mistikôsiwak: Monkman at the Met https://canadianart.ca/essays/mistikosiwak-kent-monkman-at-the-met/</p> <p>More about these artworks: The installation comprises two acrylic 11-by-22-foot paintings: <i>Welcoming the Newcomers</i> and <i>Resurgence of the People</i> (both 2019). Each is a hyperrealistic depiction of interactions with settlers in both past and present. <i>Welcoming the Newcomers</i> is a historical satire in which we witness a number of conversations. The focus is a rock island covered in lichen, with Monkman’s alter ego, Miss Chief Eagle Testickle, standing on the edge, her hand outstretched to survivors of an unknown nautical disaster. <i>...Resurgence of the People</i> picks up where <i>Welcoming the Newcomers</i> leaves off. Situated in contemporary times, <i>Resurgence of the People</i> is a snapshot of what Indigenous folks are witnessing and experiencing today. Monkman describes <i>Resurgence of the People</i> as being in conversation with “arrivals and migrations and displacements of people around the world” and portraying Indigenous generosity.</p>

	<p>https://www.metmuseum.org/exhibitions/listings/2019/great-hall-commission-kent-monkman</p>
<p>VOCABULARY & CONCEPTS</p>	<p>Two-spirit alter-ego Indigenous Colonial “vanishing race”</p>
<p>STUDENT SPARK</p>	<p>Show Kent Monkman 'reverses the colonial gaze' with new paintings at the Met (3:29) https://www.youtube.com/watch?v=tQI0Hasz-Fo</p> <p>and</p> <p>Artist Interview—Kent Monkman: mistikôsiwak (Wooden Boat People) Met Exhibitions (4:18) https://www.youtube.com/watch?v=GwNpUevsKzc</p> <p>And examine the paintings: <i>Welcoming the Newcomers</i> and <i>Resurgence of the People</i> Mistikôsiwak: Monkman at the Met https://canadianart.ca/essays/mistikosiwak-kent-monkman-at-the-met/</p>
<p>BODY OF LESSON</p>	<p>Introduce Kent Monkman</p> <ul style="list-style-type: none"> • an interdisciplinary Cree visual artist. A member of Fisher River Cree Nation in Treaty 5 Territory (Manitoba), he lives and works in Dish With One Spoon Territory (Toronto, Canada). • Known for his provocative interventions into Western European and American art history, Monkman explores themes of colonization, sexuality, loss, and resilience— the complexities of historic and contemporary Indigenous experiences— across painting, film/video, performance, and installation. Monkman’s gender-fluid alter ego Miss Chief Eagle Testickle often appears in his work as a time-traveling, shape-shifting, supernatural being who reverses the colonial gaze to challenge

	<p>received notions of history and Indigenous peoples.</p> <p>Examine and discuss <i>Welcoming the Newcomers</i> and <i>Resurgence of the People</i> Mistikôsiwak: Monkman at the Met https://canadianart.ca/essays/mistikosiwak-kent-monkman-at-the-met/</p> <p>Watch Kent Monkman 'reverses the colonial gaze' with new paintings at the Met (3:29) https://www.youtube.com/watch?v=tQI0Hasz-Fo</p> <p>Reflection questions:</p> <ul style="list-style-type: none"> • Monkman talks about Indigenous people being erased from Art History in Turtle Island and hopes his artwork makes a space for Indigenous people in this history. • Why were Indigenous people erased from Art History? How does Kent Monkman address this in his two paintings? <p>Next, watch Artist Interview—Kent Monkman: mistikôsiwak (Wooden Boat People) Met Exhibitions (4:18) https://www.youtube.com/watch?v=GwNpUevsKzc</p> <ul style="list-style-type: none"> • Kent Monkman talks about creating his alter ego Miss Chief Eagle Testickle to be a powerful Two-Spirit persona in his artwork. He says she embodies a sense of humour and playfulness. • Her role is partly demonstrated in her name: “Miss Chief” sounds like mischief. And “Eagle Testickle” is an approximate homophone for “egotistical”. Through her presence alone as an Indigenous, Two-Spirit person, she helps the viewer question what we hear, read, and view, contributing to our ability to be educated and engaged citizens. <p>Reflection questions:</p>
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	<ul style="list-style-type: none"> • Kent Monkman talked about wanting Miss Chief to be the hero of the painting. How does he do this? How does he show her as the hero? • Why is it important for someone like Miss Chief to be shown as a hero in a painting?
<p>UNIVERSAL DESIGN FOR LEARNING</p>	<p>Engagement Provide video transcripts/verbal & written instructions/ American Sign Language/closed captions for video clips</p> <p>Provide options to partner activity - groups of 3 or partnering with a Peer Tutor, Educational Assistant (EA) or teacher/ written response on personal whiteboard/ online platform for participation - discussion board (eg Padlet) video recording (eg. Flipgrid - has multiple options for input) audio recording (eg. Vocaroo).</p> <p>Representation Provide options for verbal/written/scribed participation in ChalkTalk</p> <p>Action & Expression Provide options for 3-2-1 written assignment - speech to text technologies/partner or EA scribe/ online platform (eg. Padlet or Jamboard)/ verbal response live or recorded in online platform (eg. Flipgrid or Vocaroo).</p>
<p>CLOSURE</p>	<p>3-2-1 Exit Slip see the multimodal tools below for more resources and information</p>
<p>ASSESSMENT</p>	<p>3-2-1 Exit Slip - is the formative assessment. Students should complete the slip during class time and post the slip to a classboard. Option: students can post their questions on a sticky note to make a parking lot of questions to address in the next classes.</p> <p>Dialogue - a formative assessment piece from conversations students are engaging in during class time.</p>

MULTIMODAL TOOLS

[CHALK TALK](#)

[3-2-1 PROMPT](#)

A chalk talk is a routine that encourages students to consider ideas, questions and problems by silently responding their contributions. Press the button for more information.

The 3-2-1 response helps students structure their responses to a lesson by asking them 3 things they know from the lesson, 2 things they want to learn, and 1 question they still have. Select the button to learn more about this resource.