Lesson Plan for 10 Min. Inquiry Centre:

Cultural Representations and Constructing National Narratives.

This lesson attempts to explore the question of how art might be employed in secondary social studies education, by exploring some of the ways that art has traditionally been applied both in educational settings and in the broader culture.

Within the context of World Issues 120, this lesson would tie in to SCO 3.4, the object of which is for students to “assess social justice initiatives, demonstrating responsible citizenship, from various institutions and agencies including governments, NGOs, and individuals.”

The first slide of the Smithsonian diorama coupled with a summary of the article (<https://www.nytimes.com/2019/03/20/arts/design/natural-history-museum-diorama.html>) serves to introduce the topic. The coffee-table book that accompanies the slideshow is meant to reinforce the point made in the article that indigenous cultures are often depicted as though they are a thing of the distant past.

The following two slides are meant to activate prior knowledge, as we have talked about these works already in class. Kent Monkman’s piece also shows how art can subvert the existing narrative presented in traditional works.

Through the controversy surrounding monuments in Canada and the US, students will have the opportunity to discuss how the narratives of power are embedded all around us.

Students should be given the opportunity to discuss how these various artworks contribute to a particular narrative and national identity.

Students should also be given the opportunity to suggest alternatives to these artistic forms that would to some extent counter those colonial narratives.