

TEACHER'S RESOURCE

YOU ARE HERE

Seeing Sackville through the Owens Art Gallery Collection

Welcome

This guide is designed as a flexible resource for teachers in grades 4 to 8 to support the use of *You Are Here* in the classroom and outdoor learning environments. While *You Are Here* connects specifically to Sackville, New Brunswick, the concepts and activities in this guide can be adapted to any community or neighbourhood.

Engaging with the landscape and ideas of place is inherently cross-curricular. As such, *You Are Here* supports essential graduated learnings and core competencies in Visual Arts, English Language Arts and Social Studies, as well as New Brunswick Global Competencies.

Although this guide is aimed at upper-elementary and middle-school grades, all of the suggested activities are scalable and can be modified as needed for early-elementary and high-school students.

Introduction

You Are Here: Seeing Sackville through the Owens Art Gallery Collection was created in response to the COVID-19 pandemic and the temporary closure of the Owens Art Gallery and Colville House. This project activates the gallery's collection through works that connect to the local Sackville environment. Bridging online and physical space, *You Are Here* encompasses historical and contemporary perspectives, encouraging participants to engage with their immediate surroundings.

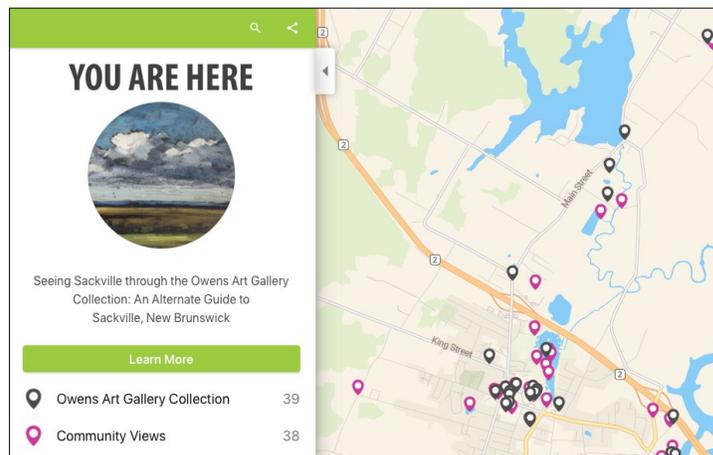
Since time immemorial, artists have lived in Siknikt, the district of Mi'kma'ki in which Sackville is located, and many more have passed through on short or long visits. These artists have seen Sackville and its surrounding salt marshes as gifts from the Creator, a scenic setting, a subject, an idea, or a question. Through their work we can reflect on what it means to be "here" and how "here" has changed. We can open a window to the past, respond to the present, and consider the future. We can also take a moment to consider our connections to this place and the land on which it is situated. With this in mind, we acknowledge, honour, and pay respect to the traditional owners and custodians—from all four directions—of this land. Mount Allison University and the Owens Art Gallery are built upon the unceded, ancestral lands of the L'nuk (Mi'kmaq). This territory is covered by the "Treaties of Peace and

Friendship," which the Mi'kmaq, Wolastoqiyik, and Peskotomuhkati first signed with the British Crown in 1725.

Content Overview

You Are Here is comprised of a website (youareheresackvillenb.ca) and an interactive map available in both English and French. The website provides contextual information and an Accessible PDF version of the map. The Accessible PDF, which is designed for screen readers and is printer-friendly, includes all the text and images contained in the map. This document also features short visual descriptions of all images for blind and low-vision users. The Accessible PDF can be used as a quick reference or off-line resource.

The interactive map situates thirty-nine works from the Owens collection at locations in and around Sackville, New Brunswick. As a complement to these works, "Community Views" submitted by the public create space for personal responses and offer new ways of seeing Sackville.



The map can be navigated by clicking directly on points of interest (grey markers indicate Owens works, pink markers indicate Community Views) or by using the side menu. From the side menu, you can select either "Owens Art Gallery Collection" or "Community Views". The side menu provides access to label information and a thumbnail image for each work. From this view, you can scroll through all works within your selected category.

When an artwork is selected, the accompanying image can be clicked to open a full-screen view. Some

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artworks are accompanied by multiple images including details, preparatory sketches and archival photographs. Each work from the Owens collection also includes a "Share Your View" button that links to a fillable form for uploading Community Views submissions.

Context

It is impossible to talk about land and place without situating the conversation within ideas of Indigenous custodianship. *You Are Here* acknowledges the traditional Mi'kmaq keepers of the land on which the Owens is built.

This key concept is reflected in the opening work in *You Are Here*, a newly commissioned flag created for the Owens Art Gallery's exterior flagpole by artist Pauline Young. The flag, titled *Wabanaki/People of the Dawn*, features two figures in a birchbark canoe paddling from sunrise to sunset and represents the territory of Mi'kma'ki as a living relationship between land and sea. In the artist's words, "Land and sea, from sunrise to sunset, it is all Mi'kma'ki." As she further explains, "We are all connected and I want this flag to be a symbol of peace and happiness, one of healing."



Pauline Young

Wabanaki/People of the Dawn, 2020

91.4 x 152.4 cm

Bespoke appliqué sewn nylon flag

Collection of the Owens Art Gallery, Purchased with funds from the Ruth Lockhart Eisenhower Art Fund

This work functions as an important land acknowledgement and its placement above the Owens asserts Indigenous sovereignty. Pauline Young is a respected Mi'kmaq artist from Metepenagiag First Nation. Her work draws inspiration from the natural environment and the legacy of her father, Philip Young, a renowned artist who exposed her to art at a very young age. Young works in a variety of media, including painting, drawing and stained-glass. In her words, "In my art, I look to the work of my dad, who was a painter, for inspiration and to honour our family's traditions of storytelling."

Connecting *You Are Here* Across the Curriculum

Activities for *You Are Here* are divided into four themes: Explore, Create, Connect and Extend. The catalyst for many of these activities is outdoor exploration with walking as a primary mode of engaging with place. These outdoor excursions provide sensory experiences and opportunities for close observation that can become the focus of classroom reflection through writing and hands-on artmaking. Each of these activities can be linked to one or more artworks in *You Are Here*.

Explore

You Are Here facilitates the virtual exploration of place through the online map, but also real-world exploration of school grounds, neighbourhoods and communities.

Land Acknowledgement

Look at and discuss Pauline Young's work, *Wabanaki/People of the Dawn*. Create a land acknowledgement for your class or school. What can you learn about the traditional territory and Indigenous history of the land on which you live, work and play?

New View

Choose a work from *You Are Here* whose location is within walking distance from where you are. Look closely at this work and notice all its details. Assemble simple sketching materials, such as paper, pencils and clipboards, and take a walk to this location. What has changed? What remains the same? What factors have contributed to the changes that you see? Spend time at this location and notice what catches your eye? Find a view that interests you and make a sketch. Include as many details as you can. Add notes to your drawing about

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colour and texture. Viewfinders may be a helpful tool to focus looking and can easily be made from stiff card.

Then and Now

Choose a work from *You Are Here* that features related archival photographs or that has been the focus of artworks by more than one artist. If you are not in Sackville, choose a historical location in your community that has been well documented. As a class, research this location and its significance. How has this location changed over time and what factors have influenced this change? The VIA Rail train station, the Sackville foundries, and the Tantramar marshes all provide interesting points of departure for these conversations. Visit your chosen location and document it today. Drawing, digital photography and notetaking are all possible forms of documentation.

Texture Walk

Walk around your school grounds or plan a walk in the community where the focus is on materials and textures. What materials and textures make up the built and natural environment of your community? Collect textures by making texture rubbings along the way. Focussing on materials and texture encourages us to notice things we often overlook. Compare and discuss texture discoveries in the classroom. For this activity, students will need paper and pencils.

Scent Walk

We don't often think about the smells of place, but every location has a different scent profile. Think about the difference between the smells of the beach (salt air and seaweed) and the smells of a city (exhaust). The same location can also have different smells depending on the season. Plan your route as a class and provide students with a map that they can write on while they are exploring. It can be fun to think of words that describe certain smells. What colours would you associate with them? This activity is suited to working in pairs.

Nature Walk

Even within the built environments of our communities there is evidence of nature. On this walk, focus on ecosystems and the relationships between living things. Field guides and magnifying glasses may be helpful to take along. Sketch, list and note-take what you discover. Work

together to identify plants, insects and birds that you see.

Architecture Walk

Study works in *You Are Here* that feature buildings. Consider the various types of windows, doors, rooflines and architectural details. Consider the materials used in the construction of these buildings. Go on an architecture walk. Stop to draw windows, doorways and rooflines. What other interesting architectural details can you find?



Ted Pulford

Spring Morning, Sackville, 1950

oil on compressed paper board

38.1 x 50.8 cm

Collection of the Owens Art Gallery, Gift of June-Ray Pulford

Sound Map

It can be challenging to focus on sounds when you are walking in a group. Instead, choose a location on school grounds or as part of a walk where you can stop and sit. Take a few minutes to just sit and listen. When you are settled, begin your sound map. With yourself as the centre of your map, draw lines outwards in the direction of the sounds that you hear. Use short lines to represent sounds that are near and longer lines for sounds that are more distant. At the ends of these lines, write the name of the sound. If you don't know the source of the sound, describe the sound in your own words. Alternatively, you could experiment with representing sounds visually on your map. What lines or colours might convey the

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sound of a crow in the distance or a car driving by?

Create

Many of the Explore walks can lead to deeper creative investigations. Others provide creative ways to use and share research.

Make Postcards

If you had to choose a location in your community to be featured on a postcard, what would it be? You might use sketches from a walk as source material for your postcard artwork, or you could draw from memory. Write a short text about your choice of location. The location you choose could be well known or have personal significance. This activity lends itself well to a printmaking process, because students can make multiple copies of their postcard. They could even write postcards to each other or to another class in the school.



Ethel Ogden

Untitled

oil on mahogany board

21.1 × 13.7 cm

Collection of the Owens Art Gallery, Gift of the family of Clementina Godfrey

Make a Zine

Using sketches and notes from one of your walks, create a simple one-page, self-published zine about a location in your community (http://blog.umamidesign.com/ud-content/2013/09/ud_130918_zine-instructions.jpg).

Textures, nature discoveries and architectural details all

lend themselves to zines. It is a perfect format to combine drawing and short text and to explore ideas of sequencing. Zines can be photocopied and shared in a classroom library.

Make Banners

Design banners that celebrate places of significance in your community. Locations may be chosen for historical, contemporary or personal significance. Locations may be chosen through class discussion. Students may work in pairs or in small groups providing an opportunity for collaboration. Use a preliminary design process and then paint your banners. Banners allow students to work on a larger scale.

Personal Maps

Map your route from home to school from memory. What are landmarks that you see on the way? Landmarks can be conventional or personal. Ask students to close their eyes and recreate the journey in their minds. Make the map specific by adding as many details as possible. Try using drawing in combination with collage elements.

Class Map

Collaborate as a class to create a table-sized map of a part of your community. This could be the downtown or main street, or it could be the neighbourhood around your school. You can enlarge a map by hand using a digital or overhead projector. Many copy shops also offer large format printing at very reasonable prices. Students can then create three-dimensional buildings and other elements using card stock along with drawn details.

Painting with Words

Recreate a drawing, photograph or painting that you have made with words. Imagine that you are painting with words. How can you describe the sky, land, buildings or other details with words that “paint” a picture? You could also do this activity outside on site. You could gather student writing into a class book.

Sensory Poems

Write a poem using words from a sensory walk (scent, texture, or sound). Use these notes to create the impression of a journey. One way to begin is to write key phrases onto strips of paper. Order and edit these phrases to build a poem. This activity could also be done in pairs,

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with partners each contributing phrases then working together on the final composition. Students could also consider the visual presentation of phrases, choosing linear, vertical or more unconventional arrangements for reading.

Photography

Document your community through digital photography. Choose one location and document it as fully as possible. Look from a distance for a wide view. Get up close to find details. Use your photographs to make a zine or digital presentation. Print out your photographs to make a collage. You may want to experiment with adding drawn elements to your photo collage.

Connect

Connect with your peers by inviting other classes in your school to see your maps and creative projects. Connect with your community, families and friends by sharing your research and artworks at a school open house, through a school newsletter or in a class blog.

Connect with the Owens by adding your Community Views to *You Are Here*. You can submit through the "Share Your View" buttons on every artwork page within the map. You can also submit directly through this link: <https://airtable.com/shrqyAT5gVzmzYf4d>. If you would like to make a "bulk" submission through email, please contact us to make arrangements. Contact information is included at the end of this document.

Extend

You Are Here is an invitation for you to undertake new avenues of investigation within your community and initiate new conversations in your classroom. Discussions can take place with the whole class, in small groups or pairs. These topics could also be assigned as journal reflections.

Classroom Conversations

Brainstorm topics of interest. What questions do you have? What do you want to learn more about? What are the main issues affecting your community today? How do these issues shape your community? What do you imagine for the future of your community?

Invite guest speakers from your community to visit

your class. Guests may include local historians, people involved in various aspects of your community, seniors, or artists. Every guest will bring a new perspective and raise new questions.

Assessment

All suggested activities can be tailored to best suit class needs.

Resources

Gillian Judson, *A Walking Curriculum: Evoking Wonder and Developing Sense of Place (K-12)*, independently published, 2018.

This book explores ways to integrate walking into the curriculum to develop students' "sense of place." It includes practical guidance and numerous innovative walk suggestions.

Jill K. Berry and Linden McNeilly, *Map Art Lab: 52 Exciting Art Explorations in Mapmaking, Imagination, and Travel* (Beverly, MA: Quarry Books, 2014).

This hands-on reference offers creative approaches to mapmaking using a variety of techniques and materials.

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