

SCREAM OF THE UNSEEN

MISSING & MURDERED INDIGENOUS WOMEN & GIRLS #MMIWG



SCREAM OF THE UNSEEN

NBE - FNMI - TEACHER PACKAGE

ABOUT THIS PACKAGE

The song and music video included in this package is written and performed by the band NOUS. NOUS is a French word meaning "we" and represents the collective that by definition highlights the fact that we should all be treated equitably; with voices that deserve to be heard. This free resource allows further discussion in class about the "Missing and Murdered Indigenous Women and Girls" via song and visual art. With support of their teachers and using the tools provided in this package, students will discuss these real-life issues and collaborate to discuss possible solutions to common circumstances that face pre-teens and teens of today. The goal is to leave students with a better understanding of the MMIWG cause, and the power of students' own voices and self-worth.

BEFORE YOU BEGIN:

Educators are asked to be aware that some issues covered in this package may be sensitive or serve as a "trigger" for some students that may have experienced or may have been privy to like-experiences covered in the included material. We encourage educators to be aware of students' needs and allow them to participate or not participate in activities depending on and within their levels of comfort. Educators are recommended to review the included Kids Help Phone resources in advance of using this package (found on the free online platform). Special thanks to Kids Help Phone for their support to students and educators supplying the included KHP resources.

Visit kidshelpphone.ca for further KHP resources and support.

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CURRICULUM TIES

Gone are the days of treating curriculum like a to-do checklist. What has never changed is the ever-evolving challenge to meaningfully engage students in curriculum and allowing them to explore while learning, strengthen metacognitive skills, and allow them to connect curriculum with their real worlds.

Below is a list of just some of the mandated Ontario provincial **NBE 3U** curriculum expectations (<http://www.edu.gov.on.ca/eng/curriculum/secondary/nativestudies1112curr.pdf>) that are covered via this resource package.

By the end of this package, students will:

- demonstrate an understanding of the positive nature of media works (e.g., by assessing how form, style, and language are used in newspapers, magazine articles, and video productions) in depicting challenges faced by Aboriginal communities. (p.14)
- identify ways in which Aboriginal elders, healers, leaders, artists, and writers promote cultural perspectives and identities. (p. 20)
- explain ways in which artists, healers, elders, women, and politicians define and promote Aboriginal peoples' aspirations (e.g., in the briefs and submissions as recorded in the Final Report of the Royal Commission on Aboriginal Peoples, 1996). (p. 30)
- identify examples of art, architecture, and artifacts that depict a spiritual and emotional link between Aboriginal peoples and their traditional lands (e.g., totem pole carvings; masks; designs of cultural centres; artwork of Daphne Odjig, Maxine Noel, and Joane Cardinal Schubert); (p. 31)
- identify the responses, found in print and media sources, of artists, athletes, writers, healers, and elders from various Aboriginal groups to challenges to their distinct cultures; (p.36)
- identify characteristics of language, artistic symbols, and the spiritual beliefs of Aboriginal nations that relate to the natural environment (e.g., the language of the Iroquoian thanksgiving address, West Coast totem poles, Inuit stone carvings); (p.49)
- identify cultural achievements (e.g., in art, architecture, music) of Aboriginal peoples that could be used to correct stereotypical images of them held by Canadian society; and identify how challenges to traditional values (e.g., kinship relations expressed through the use of terms such as “brothers” and “sisters”, spiritual aspects of Aboriginal world views) are addressed by Aboriginal artists, athletes, writers, healers, and elders in print and other media; (p. 55)

Considerations: The courses in Native studies provide teachers with the latitude to make modifications to meet the needs of exceptional students as set out in their Individual Education Plans. Although each course stresses the acquisition of information and skills and the communication of ideas, the means for accomplishing these aims are varied, ranging from written stories to oral presentations to various art forms. Please consider using the Achievement Charts on page 84 and 85.

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- TEACHER PACKAGE - CONTENTS

PAGE 1-3 - Introduction to package.

PAGE 5-8 - Answers to questions.

PAGE 9 - Lyrics to the song "Scream of the Unseen"

PAGE 10 - "Blanks" version of the song lyrics. Play only the audio to the song "Scream of the Unseen" using this unlisted YouTube link: <https://youtu.be/iP98rQZhzu4> Have students listen to the song once or twice while filling in the blanks with the missing words. Take up the answers using the answers found on page 1 or by visually showing the music video.

PAGE 11 - Unseen analysis. Have a class discussion using the questions provided to explore the possible meanings of the lyrics found in the song.

PAGE 12 - Allow students to express themselves with art. Some teachers may choose to do this activity first! As you play the song, ask students to draw whatever comes to mind.

PAGE 13 - Screaming Questions. Have students answer the questions on the activity tool. Teachers can then allow students to think, pair, and share their answers as a class.

PAGE 14 - This activity tool has students consider issues that may cause others to "scream" and provide possible solutions to those issues. Great tool to think, pair, share.

PAGES 15 & 16 - My Scream List. Have students list 10 issues or circumstances that frustrate them. Have students choose five of those issues and brainstorm possible solutions.

PAGE 17 - Unseen Letter to Me. Have students write a letter to themselves. They can write a letter to their former self from 5 years ago and address worries, trials, or circumstances that they have or are overcoming. They can write a letter to their present selves encouraging themselves through the challenges of today. They can write a letter to their future selves, seal it in an envelope, and have the teacher keep and return it to them sometime in the future.

PAGES 18-28 - Study the art, read the text, and answer the questions for the MMIWG art pieces "The Dissociation Struggle" and "The Unseen Paradox." Answers found on pages 5 and 6.

PAGES 29-34 - "The Dissociation Struggle" and "The Unseen Paradox" explained in the words of artist Sophie Langlois. Page 34 asks students to consider questions related to the artist's reflections. Answers found on pages 7 and 8.

PAGES 35-38 - Persuasive Letter project. This project outlines the essentials of a persuasive letter and asks students to write a persuasive letter to convince a person or persons of changes needed regarding a specific issue related to cultural appropriation.

PAGE 39 - A list of alternative projects that can be done in conjunction with this package.

PAGES 40-42 - Lights, cameras, action! Have students use the provided storyboards to plan out, and film a music video for the song. Allow complete creativity.

PAGE 43 - Guitar chords to song "Scream of the Unseen," for the musicians of your class.

Visit the free "Scream of the Unseen" online platform to access the assessment and evaluation complete package and the Kids Help Phone mental health package for educators.

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TEACHER PACKAGE - ANSWERS

"THE DISSOCIATION STRUGGLE" ANSWERS TO REFLECTION QUESTIONS



QUESTION 1: Answers will vary.

QUESTION 2: Those a part of Indigenous culture, because of ignorance and a stigma, face a loss of identity through attempting to adapt to societal norms as well as wanting to continue with Indigenous traditions. Those a part of this culture also struggles with alcoholism, suicide, and oppression.

QUESTION 3: Canadian genocide, national crisis.

QUESTION 4: 2016.

QUESTION 5: Aboriginal females were murdered at a rate almost seven times higher than other females, were many times more likely to go missing, and found to be disproportionately overrepresented among female homicide victims in Canada over non-Indigenous females.

QUESTION 6: 25% report having a problem, 75% report that the issue greatly affects their community.

QUESTION 7: Answers will vary.

QUESTION 8: Women are viewed as the balance holders of healing and peace, as well as the protectors and guardians of the Earth and their families.

QUESTION 9: Jaime Black and Daphne Odjig, and were considered inspirational because of how they used their artistic talents to inspire Indigenous women and voice their desire for equality for women in society.

QUESTION 10: An initiative striving to bring awareness to thousands of tragedies and reclaim power for women who continue to struggle within their communities.

QUESTION 11: Jaime Black's Red Dress Project inspired the 'Missing and Murdered Indigenous Women and Girls' project. Remaining answers will vary.

QUESTION 12: Answers will vary.

QUESTION 13: Answers will vary.

QUESTION 14: Answers will vary.

QUESTION 15: The ultimate goal is reconciliation in order to achieve a brighter future.

QUESTION 16: Answers will vary.

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"THE UNSEEN PARADOX" ANSWERS TO REFLECTION QUESTIONS



QUESTION 1: The text describes the artwork as illustrating two women being pulled apart from each other which comments on the complexity of upholding traditional standards in a modern society. Remaining answers will vary.

QUESTION 2: Expressionism and surrealism.

QUESTION 3: Hardships such as being perceived as barbaric and primal, oppression and discrimination, as well as a perceived separation from society contributes to the struggle of mental illness within Indigenous communities.

QUESTION 4: Answers will vary.

QUESTION 5: The second piece of artwork, as described by the text, is said to speak of Indigenous women's struggle with having to practise their tradition and upholding the unrealistic, pre-ordained image created by society placed on women to be able to do both, which is impossible.

QUESTION 6: Hair is considered sacred and a part of Indigenous cultural identity, the lack of it symbolizes the dissociation and loss of identity that many Indigenous People face. The lack of pupils represents the absence of direction, whether to submit to society or uphold tradition.

QUESTION 7: Primary challenge was choosing the proper colour palette. Then, answers will vary.

QUESTION 8: Daphne Odjig and Joseph Sanchez.

QUESTION 9: This artist specializes in cubism, realism, expressionism, as well as themes of cultural survival and regeneration.

QUESTION 10: Joseph Sanchez uses surrealism in his work to depict ideas of family, personal, internal struggle, and emotional distress.

QUESTION 11: The piece "Family" by Joseph Sanchez was the primary inspiration for this piece and was so inspirational because of the way it expresses emotional distress through direct imagery and emphasizes the idea through its elements and principles of design.

QUESTION 12: "The Unseen Paradox" demonstrates the negligence of the societal and internal struggles of Indigenous women, depicting and demoralizing effects of modern society on disregarded communities.

QUESTION 13: She devoted her artwork to challenging the ideology of the modern perspective on Indigenous communities and their tradition.

QUESTION 14: These projects have sparked an interest in further research into the historical events leading to reconciliation and to express the Indigenous culture and the importance of self-identity.

QUESTION 15 & 16: Answers will vary.

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"ART PIECES EXPLAINED IN THE ARTIST'S OWN WORDS ANSWERS TO REFLECTION QUESTIONS

QUESTION 1: The 'Missing and Murdered Indigenous Women' project strives to accomplish bringing awareness to thousands of tragedies and reclaim power for women who continue to struggle within their communities.

QUESTION 2: The two pieces of artwork showcased in this article express the marginalization of Indigenous women by modern society and they address the imperative recognition and validation of individualism.

QUESTION 3: The 'Dissociation Struggle' depicts three deceased Indigenous women and celebrates their individual contribution to their communities through symbolism. The rest of the answers will vary.

QUESTION 4: The pictorial 'x-ray' style that the author describes 'The Dissociation Struggle' as consists of a variety of figures and forms separated by connected, bold, black lines to construct unity while alternating in positioning to create a sense of movement. Large scale forms are surrounded by smaller forms to create contrast between the back and foreground with a minimal colour palate to emphasize the 'x-ray' art style.

QUESTION 5: Bears and eagles are used to portray the great strength, motherhood, compassion, and truth that women once demonstrated, and butterflies represent beauty, balance, and youthful spirit.

QUESTION 6: The three Indigenous women represented in this piece are Diane Dobson, Evelyn Edith Kebalo, and Gerdine Settee.

QUESTION 7: The colour red represents the 'Red Dress Project' created by Jaime Black as well as enlightenment, emphasizing the necessity for awareness to meet reconciliation. Green symbolizes healing and endurance, illustrating a path to peace and reconciliation.

QUESTION 8: Norval Morriseau and Carl Ray are the names of the Indigenous artists who inspired the art style used. The rest of the answers will vary.

QUESTION 9: The challenges presented during the process of creation of the piece were the scale of the piece and maintaining balance due to the artistic style that was chosen because it was difficult to occupy the large space with detailed, symbolic figures and was also challenging due to the randomness or repetition that may have occurred. Another challenge was to balance the figures in the background while maintaining the emphasis on three main figures.

QUESTION 10: These challenges were overcome by comparing strategies of Morriseau and Ray and utilizing additional shapes and lines to occupy space and add additional movement throughout the work. The last challenge was overcome by placing similarly sized figures on both ends of the piece and the forms were continually manipulated until a sense of balance had been reached.

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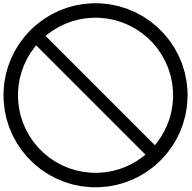
"ART PIECES EXPLAINED IN THE ARTIST'S OWN WORDS ANSWERS TO REFLECTION QUESTIONS

QUESTION 11: The second project depicts two women being pulled apart from each other and comments on the complexity of upholding traditional standards in a modern society. This work is inspired by expressionism and surrealism.

QUESTION 12: These two pieces “dynamically demonstrate” the negligence of the societal and internal struggles of Indigenous women, depicting the demoralizing effects of modern society on disregarded communities. The ‘Missing and Murdered Women’ project continues to advocate for the deceased and living Indigenous women. The rest of the answers will vary.

SCREAM OF THE UNSEEN

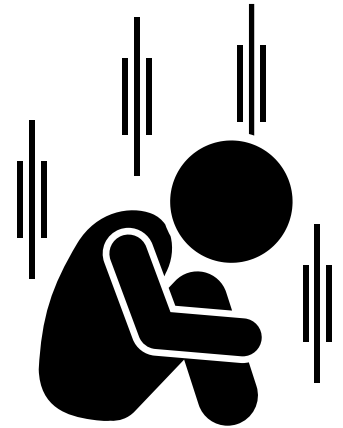
NOUS



We are scared
But that makes sense
When you live, on the defense
All alone, it makes us sick
So we hide in the music



**Oh, it's obscene
The scream of the
unseen**



Silent cries, made every day
Seems everyone, just walks
away (walks away)
But if we look, we will see
What we need, starts with me



SCREAM OF THE UNSEEN

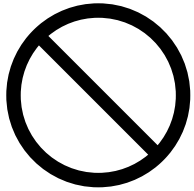
We are _____

But that makes _____

When you live, on the _____

All _____, it makes us sick

So we hide in the _____



Oh, it's obscene
The scream of the



Silent _____ made every day

Seems _____, just walks

away (walks away)

But if we _____, we will _____

What we need, starts with _____

SCREAM OF THE UNSEEN



UNSEEN ANALYSIS

Discuss the possible meanings behind the lines of the song lyrics.

We are scared

What things should scare us as a society? What things scare you?

But that makes sense

Should we always be scared? How do we combat fear? Does what makes sense to one person make sense to another? Why or why not?

When you live, on the defense

What does it mean to be on the defense? Does being on defense signal a weakness?

All alone, it makes us sick

What does it mean to be "alone?" When can people feel alone to the point of feeling sick?

So we hide in the music

What does it mean to hide in music? What kind of music do you like to hide in? Why?

Oh, it's obscene

Define the word "obscene." What things in society are obscene to you? Why?

The scream of the unseen

Is a person's voice important? Can we scream and still be unheard? What issues do we face as a society that makes you scream? Why?

Silent cries, made every day

What is happening if someone is expressing "silent cries?" Are we doing enough to hear the "silent cries" of others? How can we better hear the "silent cries" of others?

Seems everyone, just walks away (walks away)

Do we do enough to address the "silent cries" of others or do we walk away? Why?

But if we look, we will see

What's the difference between looking at an issue and really seeing the issue? Why?

What we need, starts with me

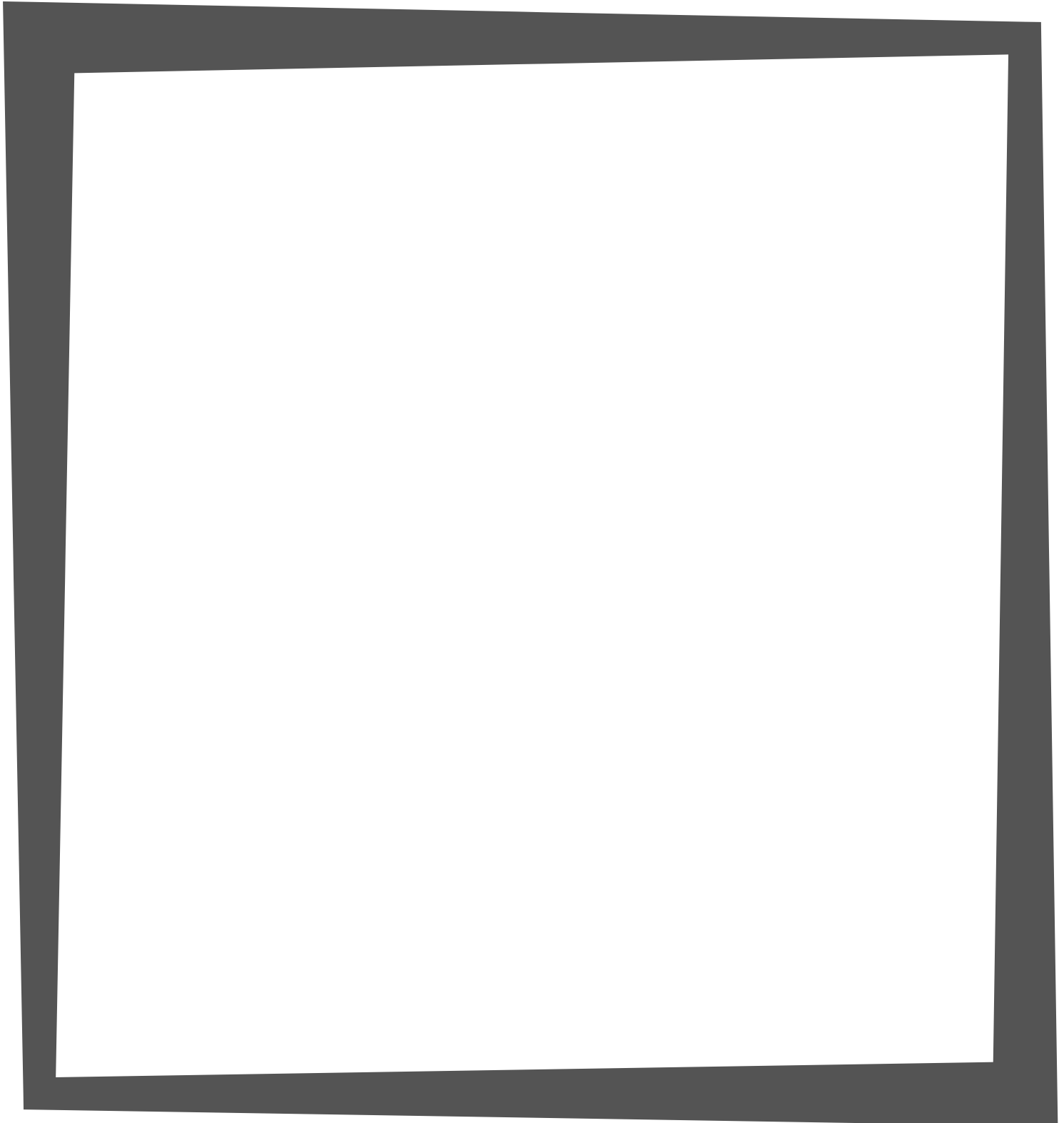
Are "we" needed to help and address the "screams of the unseen." Why or why not? Name ways in which you could look, see, hear, and help those that feel unseen.

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ART EXPRESS

While watching music video to the song, draw whatever comes to mind. No artistic talents required. Just draw!



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SCREAMING QUESTIONS

Answer the following questions related to the song.

1. Can you feel unseen while in a large crowd of people? Why?

2. List groups of people that go unseen by the majority of society.

3. What does "obscene" mean? How could the scream of the unseen be seen as obscene? Explain.

4. Have you ever felt "unseen" in a situation, place, or at sometime? Describe your feelings at that time.

5. Can we feel better by "hiding" in music? What kind of music makes you feel more comfortable. Why?

SCREAM OF THE UNSEEN



Make a list of five things that the "unseen" may "scream" about. Under each, list possible solutions. (ex. Pollution - people can limit emissions by using public transport)

1. _____

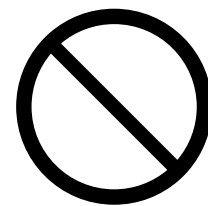
2. _____

3. _____

4. _____

5. _____

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MY SCREAM LIST

Make a list of things that make you scream (whether or not you feel unseen).

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

SCREAM OF THE UNSEEN



SCREAM SOLUTIONS

Choose five things from your "scream" list and provide a possible solution for those issues. (ex. Poverty - equity and pay and more jobs for the unemployed)

1. _____

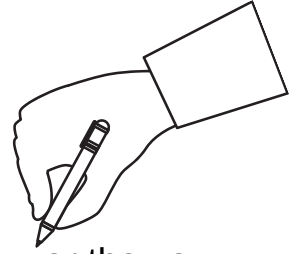
2. _____

3. _____

4. _____

5. _____

SCREAM OF THE UNSEEN



UNSEEN LETTER

Write an open and honest letter to the you of 5 years ago, the you of today, or the you of 3 years from now. Discuss circumstances you have or have yet to conquer and address your steps to success.

A large, empty rectangular box with a thick, dark grey border. The interior of the box is white, providing a space for writing the letter.

SCREAM OF THE UNSEEN



'MISSING & MURDERED INDIGENOUS WOMEN & GIRLS'

Study the piece "The Dissociation Struggle" by Sophie Langlois, a former grade 12 student and Indigenous Student Trustee for the GECDSB (2018-2020). Record your thoughts, feelings, and observations in the space below.



A large, empty rectangular box with a thick grey border, intended for students to record their thoughts, feelings, and observations about the artwork.

SCREAM OF THE UNSEEN



'MISSING & MURDERED INDIGENOUS WOMEN & GIRLS'

Read the essay based on the art piece "The Dissociation Struggle" from the artist in her own words. Think, pair, and have a class discussion.

In Indigenous culture, women are traditionally viewed as the balance holders of healing and peace. They are considered the protectors and guardians of the Earth and their families. Today, Indigenous People, particularly women and girls, struggle with a lingering feeling of disassociation. The expectations of modern society clash with the contradicting responsibility to uphold Aboriginal traditions, values and practices. This emotionally-demanding battle results in a loss of self-identity and an overwhelming sense of disempowerment; as a perceived loss of ancestral traditions gives way to assimilation into mainstream culture of Canada. Indigenous women and girls, especially, struggle to find a realistic balance between conforming to society or expressing their cultural identity.

Rather than being allowed to embrace a recognition and validation of individualism within their own Indigenous community and being able to celebrate their individual contributions to those communities, Indigenous women are left feeling incomplete. Where once stood the image of great strength, motherhood, compassion and truth, Indigenous women are a framed picture of low-esteem and lost self-identity. This is amplified by the complex issue facing Indigenous women daily; the practice of upholding their tradition while living in a modern society that projects unrealistic, pre-ordained standards. the pressure of society placed on women to be able to do both, which is inevitably impossible.

As the government continues to neglect to support Indigenous women and their struggles, Indigenous communities continue to advocate for reconciliation. Inspirational women: Jaime Black and Daphne Odjig, utilize their artistic talents to inspire Indigenous women and voice their desire for equality for women in society. The 'Missing and Murdered Indigenous Women and Girls' project is an initiative striving to bring awareness to thousands of tragedies, and reclaim power for women who continue to struggle within their communities. The project is inspired by Métis artist Jaime Black's Red Dress Project whose emotional, powerful pieces, honouring the missing and murder Indigenous women in Canada. In her pieces, Black utilizes red as her only value. The colour red represents enlightenment, emphasizing the necessity for awareness to meet reconciliation. Her artwork dynamically demonstrates the negligence of the societal and internal struggles of Indigenous women, depicting the demoralizing effects of modern society on disregarded communities. Daphne Odjig devoted her artwork to challenging the ideology of the modern perspective on Indigenous communities and their tradition; her journey to promote awareness about discrimination towards First Nations People continues to inspire many young artists. Her work has sparked an interest for many young Indigenous women to further research historical events, to seek reconciliation, and to express the Indigenous culture and the importance of self-identity.

SCREAM OF THE UNSEEN



'MISSING & MURDERED INDIGENOUS WOMEN & GIRLS'

Read the essay based on the art piece "The Dissociation Struggle" from the artist in her own words. Think, pair, and have a class discussion.

The generation of dominant cultural assumptions and principles that plague public perceptions have resulted in the demoralization of Indigenous people. An indifference to the alarming statistics of missing and murdered Indigenous women and girls creates a neglect for the epidemic that continues to transpire. The statistics that have come to light about the increasing number of murdered and missing Indigenous women and girls have failed to change the systemic view that perpetuates a state of apathy towards their predicament. The perceptual stigma of Indigenous communities, seen as barbaric and primal, plagues society with an erroneous view of the Indigenous culture. As a result, the public and the government continue to disregard Indigenous communities that contain members struggling with alcoholism, suicide and their internal battle to find a sense of self-identity; caught between a desire to uphold traditional values while faced with the pressure of societal norms. This continual cycle of conflicts oppresses these women, leaving one to question if reconciliation can be achieved.

The missing and murdered Indigenous women and girls epidemic in Canada continues to take innocent lives out of racial spite. Some have gone as far as to label it Canadian genocide.¹ Others has been described it as a national crisis.² The exponentially increasing number of missing and murdered Indigenous women and girls is disheartening. Under intense pressure from Indigenous groups and the media, Prime Minister Justin Trudeau established the National Inquiry into Missing and Murdered Indigenous Women and Girls in September 2016. The inquiry concluded that Aboriginal females were murdered at a rate almost seven times higher than other females.³ Indigenous females were found to be disproportionately overrepresented among female homicide victims in Canada over non-Indigenous females and many times more likely to go missing. The 2014 National Operational Overview reported that, over a 33-year period (1980-2012) there were 1,181 incidents, there were 225 unsolved cases.

There is an irrefutable and direct correlation between the struggles of Indigenous women and the deterioration of their self-image and mental health. As a result, suicide and alcoholism rates are dramatically affected by the oppression they face. Substance abuse is rampant among First Nations communities at a rate that is disproportionate to the rest of Canada. 25% of Indigenous People report having a problem with alcohol and 75% of them report that it is an issue greatly affecting their community.⁴ Globally, nearly no other group of people suffers as high rates of suicide as those of the Indigenous People of Canada. When facing the perpetual societal and mundane challenges of daily life, Indigenous women are often relying on alcohol to subside the emotional strain. These unhealthy habits can unfortunately result in suicide. Statistics show that the sex-specific suicide rate is twice that of non-Aboriginal Canadians.⁵

SCREAM OF THE UNSEEN



'MISSING & MURDERED INDIGENOUS WOMEN & GIRLS'

Read the essay based on the art piece "The Dissociation Struggle" from the artist in her own words. Think, pair, and have a class discussion.

A general lack of concern mixed with the stain of preexistent stereotypes continues to support a wave of indifference that sweeps our nation. The tolls of murdered and missing Indigenous women grow, as does a lack of adequate resources to combat the perils of alcoholism and issues of mental health. First Nations People continue to lose, not only their own sense of culture and identity, but the proud women that are the keys to upholding their beautiful traditions. As females continue to feel the pressures of either submitting to the norms of modern society or upholding traditions and cultural values, mental health will continue to be an issue. Fortunately, help rising from within the community via the work of projects like the 'Missing and Murdered Women' project seems to present a light of hope. The work of Indigenous women like Black and Odjig continues to advocate for the deceased and the living Indigenous women, aspiring for a brighter future under the hope that the cycle of disassociation will be terminated and reconciliation will be attained.

REFERENCES

- 1 Austen, Ian; Bilefsky, Dan (June 3, 2019). "Canadian Inquiry Calls Killings of Indigenous Women Genocide". The New York Times.
- 2 Bailey, Jane; Shayan, Sara (2016). "Missing and Murdered Indigenous Women Crisis: Technological Dimensions". Canadian Journal of Women and the Law. 28 (2): 321–341.
- 3 O'Donnell, Vivian; Wallace, Susan (July 2011). First Nations, Inuit and Métis Women (PDF). Statistics Canada (Report). Women in Canada: A Gender based Statistical Report. P. 49.
- 4 "Aboriginal Mental Health: The statistical reality | Here to Help". www.heretohelp.bc.ca
- 5 Robinson, B.A. (January 3, 2007). "Suicide among Canada's First Nations". Ontario Consultants on Religious Tolerance.

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'MISSING & MURDERED INDIGENOUS WOMEN & GIRLS' REFLECTION QUESTIONS

Carefully read the text above and answer each question thoughtfully, drawing from examples and information in the text as well as your own thoughts and opinions.

1. Explain how you think the women's rights and Indigenous rights issues compare? How do they contrast? Use examples from past and present instances.
2. How does the ignorance and stigma towards Indigenous cultures affect those who are a part of it?
3. What other names, as mentioned in this essay, have the missing and murdered Indigenous women and girl's epidemic in Canada been described as?
4. In what year did Prime Minister Justin Trudeau establish the National Inquiry into Missing and Murdered Indigenous Women and Girls?
5. What did the aforementioned National Inquiry into Missing and Murdered Indigenous Women and Girls conclude?
6. What percentage of Indigenous people report having a problem with alcohol? What percent of Indigenous people report that alcoholism is an issue that greatly affects their community?
7. Why do you feel, using examples from the text, that Indigenous females specifically have a higher suicide rate than non-Aboriginal Canadian females?
8. In Indigenous culture, what are women viewed as?
9. Which inspirational women's names were mentioned into his article, and why were they considered inspirational?
10. What, exactly, is the 'Missing and Murdered Indigenous Women and Girls' project?
11. Which already established project honouring those affected by these tragedies is the "Missing and Murdered Indigenous Women and Girls' project inspired by? Explain, in your own words, this project and its meaning, as well as what each colour used represents.

SCREAM OF THE UNSEEN



'MISSING & MURDERED INDIGENOUS WOMEN & GIRLS' REFLECTION QUESTIONS

Carefully read the text above and answer each question thoughtfully, drawing from examples and information in the text as well as your own thoughts and opinions.

12. In your own understanding, what did Daphne Odjig represent in her artwork? Why do you think her artwork has inspired so many new and young Indigenous artists?
13. Why do you think it is so important for these artists and Indigenous activists to educate, make aware, and inspire others to further research historical events? Why is it important to spark interest in these events?
14. Using examples from the text, what have Indigenous People, women specifically, suffered do to a lack of understanding from an outside society?
15. What is the ultimate goal for Indigenous People and cultures, according to the text? In your own thoughts, why is this goal important to achieve, and if achieved, what do you think will change?
16. In your opinion, what can you or anyone else do to combat the stigma and pre-existing stereotypes surrounding Indigenous cultures and people?



SCREAM OF THE UNSEEN



THE UNSEEN PARADOX

Study the piece "The Unseen Paradox" painted by Sophie Langlois, a former grade 12 student and Indigenous Student Trustee for the GECDSB (2018-2020). Record your thoughts, feelings, and observations in the space below.



A large, empty rectangular box with a dark grey border, intended for students to record their thoughts, feelings, and observations about the painting.

SCREAM OF THE UNSEEN



THE UNSEEN PARADOX

Read the essay based on the art piece "The Unseen Paradox" from the artist in her own words. Reflect on her thoughts and the art process. Think, pair, and have a class discussion.

Introduction:

"The Unseen Paradox" illustrates two women being pulled apart from each other, commenting on the complexity of upholding traditional standards in a modern society. A surreal image is depicted of two entities that are separated by two hands extending from parallel corners of the canvas. The two bald women are partially connected, implying they were once whole. This work is inspired by expressionism and surrealism. The symmetry of the piece provides balance to the work, while highlighting the distinct expression on each face. Long brush strokes are utilized to create movement in the foreground and background. Lines extend throughout the entire piece to create unity between each figure. The background is painted with complementary values in comparison to the focal point of the women, to create emphasis surrounding them. The extending hands have accents of a red hue on the highlighted areas that are repeated on the faces to harmonize the separate figures further. The absence of traditional anatomy, the lack of pupils, draws the viewer further into the focal point of the piece.

Process:

An unspoken struggle within the Indigenous communities is mental illness. A continual perception of Indigenous communities as barbaric and primal, plagues society with a demoralizing view of the Indigenous culture. Due to the direct correlation between ethnic identity and mental health, this causes a deterioration of one's self-image and placement in society. The oppression of Indigenous Peoples dramatically affects suicide and alcoholism rates. This effect is amplified for women who face different forms of discrimination daily. The second piece speaks of the complex issue Indigenous women face; the practice of their tradition and upholding the unrealistic, pre-ordained image created by society. The two hands involved in the separation of the two women represent the pressure of society placed on women to be able to do both, which is inevitably impossible. In Indigenous culture, hair is considered sacred, and a part of cultural identity. The lack of hair present on both females symbolizes the dissociation and loss of identity. In addition, the lack of pupils refers to the absence of direction, whether to submit to society or uphold tradition.

Challenges:

The outstanding challenge while creating this work was the colour palette that was chosen; creating the proper skin tones while maintaining specific undertones. This challenge was faced with trial and error. A period of time was spent experimenting with the primary colours and practicing on how to achieve the desired colouring. This challenge was beneficial to gain more knowledge on the colour wheel and creating new colours from the primary values. These abilities can and will be applied in future artworks.

SCREAM OF THE UNSEEN



THE UNSEEN PARADOX

Read the essay based on the art piece "The Unseen Paradox" from the artist in her own words. Reflect on her thoughts and the art process. Think, pair, and have a class discussion.

Influences:

Inspirational Indigenous artists, such as Daphne Odjig and Joseph Sanchez, are influences for the creation of this piece. Daphne Odjig specializes in art styles including cubism, realism and expressionism. Odjig often depicts historical events instilled with themes of cultural survival and regeneration. Through many critiques, she spoke through her artwork, establishing the truth of society and herself. In her paintings, she utilizes long strokes to create movement. In addition, Odjig uses complementary colours surrounding her focal point in each particular piece. This is a unique method of creating emphasis in a body of work. This subtle, yet effective method is demonstrated in her well-known piece "Medicine Man". Another influential artist, Joseph Sanchez, establishes his cultural struggles through surrealism; depicting his personal internal struggles. Sanchez's "Family" was the primary inspiration of this piece. "Family" expresses emotional distress through direct imagery and emphasizes the idea through its elements and principles of design. He uses form and untraditional proportions to underline the overall theme. Furthermore, Sanchez utilizes line work in the background to accentuate the deformation. These tactics were implemented in the second body of artwork.

Conclusion:

"The Unseen Paradox" dynamically demonstrates the negligence of the societal and internal struggles of Indigenous women, depicting the demoralizing effects of modern society on disregarded communities. Daphne Odjig devoted her artwork to challenging the ideology of the modern perspective on Indigenous communities and their tradition; her journey to gain awareness to the discriminatory action continues to inspire numerous young artists. This project has sparked an interest in further research into the historical events leading to reconciliation and to express the Indigenous culture and the importance of self-identity.



SCREAM OF THE UNSEEN



THE UNSEEN PARADOX REFLECTION QUESTIONS

Carefully read the text above and answer each question thoughtfully, drawing from examples and information in the text as well as your own thoughts and opinions.

1. In your words, explain how the text describes what the artwork represents. Then, describe in your own words what you think this piece of art represents. In what ways do your explanations compare or contrast?
2. Which art movements inspired the creation of this image?
3. This text acknowledges that mental illness is an unspoken struggle within Indigenous communities, in your own words, describe which hardships and alienating perceptions contributed this ongoing struggle.
4. Why do you think the connection between ethnic identity and mental health is so strong?
5. As described in the text, what is the complex issues that the second piece of artwork is said to speak of?
6. What is considered sacred and a part of cultural identity? What does the lack of it symbolize? What does the lack of pupils represent?
7. What was the outstanding challenge faced while creating this piece? Why do you think this was such a challenge?
8. Which inspirational Indigenous artists are inspirations for the creation of this piece?
9. Which art styles and themes does Daphne Odjig specialize in?
10. Which art styles does artist Joseph Sanchez depict in his pieces, and which ideas are most usually depicted?
11. Which artwork, according to the text, was the direct influence of this piece? In your own words, explain why this piece was so inspirational.
12. In the text's conclusion, what does "The Unseen Paradox" demonstrate and represent?
13. What did Daphne Odjig devote her artwork to?
14. What has this, and other inspirational Indigenous projects done to further the movement of this cause, according to the text?

SCREAM OF THE UNSEEN



THE UNSEEN PARADOX REFLECTION QUESTIONS

Carefully read the text above and answer each question thoughtfully, drawing from examples and information in the text as well as your own thoughts and opinions.

15. What do you think is the importance of Indigenous Peoples discovering their self-identity to reach reconciliation?
16. Think about, then thoughtfully write a paragraph or two about the overall message that Indigenous artists and activists work so hard to get across in their pieces. Talk about the impact that art can have on raising awareness to a cause, and about what more can be done to reach the ultimate goal of reconciliation for the Indigenous communities.



SCREAM OF THE UNSEEN



ART PIECES EXPLAINED IN THE ARTIST'S OWN WORDS

"The Dissociation Struggle" and "The Unseen Paradox" explained in the words of artist Sophie Langlois.

The 'Missing and Murdered Indigenous Women' project strives to bring awareness to thousands of tragedies, and reclaim power for women who continue to struggle within their communities. Through the two artworks, the marginalization of Indigenous women by modern society is expressed, addressing the imperative recognition and validation of individualism.

"The Dissociation Struggle" depicts three deceased Indigenous women, celebrating their individual contributions to their communities through symbolism. The art style is a pictorial, 'x-ray' style; a variety of figures and forms are separated by connected bold, black lines, to construct unity. The three women are alternating in positioning, to create a sense of movement. To highlight the focal points, each woman is illustrated by unique forms corresponding to their anatomical build. Large-scaled forms are surrounded by smaller forms to create contrast between the foreground and background. The colour palette is minimal to emphasize the 'x-ray' art style. Bold hues such as red, blue and green are used in the piece. Symbolic characters surround the three women, corresponding with individual traits. Animals, such as bears and eagles, are utilized to portray the great strength, motherhood, compassion, and truth that the women once demonstrated. Butterflies reappear to illustrate the beauty, balance and youthful spirit that had been offered. The sun and moon depict the balance between healing and peace, as the protectors and guardians of the Earth. The white pine represents peace. Repetition of the symbols throughout the piece allows movement between the three women's similar attributes. In addition, the cause of death of each tragedy is euphonically highlighted on each woman.

The three Indigenous women that are represented in this piece are Diane Dobson, Evelyn Edith Kebalo, and Geraldine Settee. Diane Dobson, a devoted mother of three, was fatally struck on the head and Evelyn Edith Kebalo, a Métis mother of

SCREAM OF THE UNSEEN



ART PIECES EXPLAINED IN THE ARTIST'S OWN WORDS

four, was strangled to death. Dobson and Kebalo were often referred to as youthful spirits and assets to their communities. Geraldine Settee, eleven years old, was stabbed six times in the chest and back. She was described as intelligent and compassionate. The colour palette is specifically tailored to the theme of the piece. The colour red refers to the 'Red Dress Project' created by Jaime Black, a Métis artist. Black creates emotional, powerful pieces, honouring the missing and murder Indigenous women in Canada; utilizing red as her only value. The colour represents enlightenment, emphasizing the necessity for awareness to meet reconciliation. The colour green symbolizes healing and endurance, illustrating a path to peace and reconciliation. The thick, black lines are utilized to unify the three women to establish the stand with missing and murdered Indigenous women.

Norval Morriseau and Carl Ray are Indigenous artists that inspired the art style used. The art style of this piece is inspired by Norval Morriseau, the grandfather of native art. He utilizes an "x- ray style" that can be described as bold, colourful segments, outlined in thick black lines. The purpose of this art style is to create unity within the piece, using the "spirit lines" to link figures. He chooses a minimal colour palette to harmonize the imagery he illustrates in his work. Morriseau depicts beauty found in nature and humanity. Carl Ray, an apprentice to Morriseau, focuses on the expression of anatomy and form. He opts for a similar art style as Morriseau, but utilizes line composition to emphasize the focal points in his work. In his well-known painting, " The Thunderbird Man", he illustrates the skeletal structure of humans.

The challenges presented during the process of creation were the scale of the piece and maintaining balance. The scale of the piece was the first challenge due to the artistic style that was chosen. Inspired by Norval Morriseau's "X-ray style", it was difficult to occupy the large space with detailed, symbolic figures. This was challenging due to the randomness or repetition that may have occurred. The challenge of illustrating organized chaos was overcome by comparing strategies of Morriseau and Ray, utilizing additional shapes and lines to occupy space and add

SCREAM OF THE UNSEEN



ART PIECES EXPLAINED IN THE ARTIST'S OWN WORDS

additional movement throughout the work. Another challenge was to balance the figures in the background while maintaining the emphasis on three main figures. There are many figures, varying in size and shape. A repetition of clusters of large or small forms would create an imbalance and draw away from the focal point. This challenge was combated with placing similarly sized figures on both ends of the piece. If there happened to be an area of imbalance, it would be resized and reshaped to blend in with the background. The forms were continuously manipulated until a sense of balance had been reached.

The second project illustrates two women being pulled apart from each other, commenting on the complexity of upholding traditional standards in a modern society. A surreal image is depicted of two entities separated by two hands extending from parallel corners of the canvas. The two bald women are partially connected, implying they were once whole. This work is inspired by expressionism and surrealism. The symmetry of the piece provides balance to the work, while highlighting the distinct expression on each face. Long brush strokes are utilized to create movement in the foreground and background. Lines extend throughout the entire piece to create unity between each figure. The background is painted with complementary values in comparison to the focal point of the women, to create emphasis surrounding them. The extending hands have accents of a red hue on the highlighted areas that are repeated on the faces to harmonize the separate figures further. The absence of traditional anatomy, the lack of pupils, draws the viewer further into the focal point of the piece.

An unspoken struggle within the Indigenous communities is mental illness. A continual perception of Indigenous communities as barbaric and primal, plagues society with a demoralizing view of the Indigenous culture. Due to the direct correlation between ethnic identity and mental health, this causes a deterioration of one's self-image and placement in society. The oppression of Indigenous Peoples dramatically affects suicide and alcoholism rates. This effect is amplified for women

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ART PIECES EXPLAINED IN THE ARTIST'S OWN WORDS

who face different forms of discrimination daily. The second piece speaks of the complex issue Indigenous women face; the practice of their tradition and upholding the unrealistic, pre-ordained image created by society. The two hands involved in the separation of the two women represent the pressure of society placed on women to be able to do both, which is inevitably impossible. In Indigenous culture, hair is considered sacred, and a part of cultural identity. The lack of hair present on both females symbolizes the dissociation and loss of identity. In addition, the lack of pupils refers to the absence of direction, whether to submit to society or uphold tradition.

The outstanding challenge while creating this work was the colour palette that was chosen; creating the proper skin tones while maintaining specific undertones. This challenge was faced with trial and error. A period of time was spent experimenting with the primary colours and practicing on how to achieve the desired colouring. This challenge was beneficial to gain more knowledge on the colour wheel and creating new colours from the primary values. These abilities can and will be applied in future artworks.

The two pieces dynamically demonstrate the negligence of the societal and internal struggles of Indigenous women, depicting the demoralizing effects of modern society on disregarded communities. The 'Missing and Murdered Women' project continues to advocate for the deceased and living Indigenous women, aspiring for a brighter future.

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ART PIECES EXPLAINED IN THE ARTIST'S OWN WORDS

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SCREAM OF THE UNSEEN



ART PIECES EXPLAINED IN THE ARTIST'S OWN WORDS REFLECTION QUESTIONS

Carefully read the text above and answer each question thoughtfully, drawing from examples and information in the text as well as your own thoughts and opinions.

1. Explain, in your own words, what the 'Missing and Murdered Indigenous Women' project strives to accomplish and what it is about.
2. What do the two pieces of artwork showcased in this article express and what do they address?
3. Explain what "The Dissociation Struggle" depicts, then explain your thoughts about the piece. What is the first thing you noticed when looking at the art? How sort of feeling did you get when looking at the piece.
4. The article describes "The Dissociation Struggle" as a pictorial 'x-ray' style, what does the author say this consists of?
5. What animals are utilized in this piece and what does the use of these animals portray?
6. Who are the three Indigenous women represented in this piece?
7. What do the colours used in this piece represent?
8. What are the names of the Indigenous artists who inspired the art style used? Talk a little bit about their art styles.
9. What were the challenges presented during the process of creation of the piece and why?
10. How were the previously described challenges overcome?
11. What does the second project depict and what does this work comment on? What is this work inspired by?
12. Finally, explain what these two pieces "dynamically demonstrate" and what the 'Missing and Murdered Women' project continues to advocate for. What are your thoughts about this project and what do you think the final goal is?

PERSUASIVE LETTER

Goal: To write a persuasive letter to convince a person or persons of changes needed regarding a specific issue related to cultural appropriation.

What does a persuasive letter consist of? Let's take a quick look!

Persuasion
To convince someone to think or act in a certain way.

- O**pinion - tell how you feel about the topic.
- R**eason - give reasons or info to support your opinion.
- E**xamples - give details or examples to support your opinion.
- O**pinion - restate your opinion.

THINK OREO



Elements of Persuasive Texts

- The **issue** is the idea that you are writing about.
- The **point of view** is your opinion about the issue.
- The **evidence** is the reasons you are using to support your argument.
- The **examples** provide support and help to illustrate the reasons.

Click [HERE](#) or scan the QR code for a deeper read from ELAR TEKS:



Need an example? No worries. First we need an issue at hand. Read the sample scenario and read the persuasive letter on the next page.

Scenario: You got accepted to the University of Champlefield with a full-ride scholarship. You were excited until your friend reminded you that their team name is the Dancing Chiefs. It's 2022, you feel that universities should know better. Write a persuasive letter encouraging the university to reconsider their team name. Do some research. Include reasons why you feel this is not appropriate. Provide alternative names to the University of Champlefield.



PERSUASIVE LETTER

Write a persuasive letter to convince a person or persons of changes needed to a specific issue related to cultural appropriation. Let's look closely at an example. Can you point out all the necessary elements of a persuasive letter? Discuss with a partner and as a class.

Dr. Ann Nonimous
Registrar's Office
University of Champlefield
Drakkenville (Canada)

Dear Dr. Nonimous,

I am writing to thank you for accepting my application to the University of Champlefield for next school year. While I am excited at the prospect of attending such a prestigious institution, I do have one concern that I must raise. I am writing to ask that UC reconsider its use of the "Dancing Chiefs" as the team name. Throughout my years in High School, and particularly in my grade 11 NBE course, we learned about the damaging effects of cultural appropriation.

In speaking with past, current, and future students like myself, the consensus is clear. It is time to stop the inappropriate adoption of customs of Indigenous people. Over the past ten years, we have seen universities and even professional sports franchises re-evaluate their team names and customs. It would serve UC well to do the same for the sake of the school and particularly for the local Ojibwe and Métis communities.

It is my earnest hope that those in charge of the university would consider this change to show respect to Indigenous people and their culture and to demonstrate forward thinking when it comes to doing what is right for its students and community. As the University of Champlefield is based in Drakkenville, perhaps consideration might be made for a team name that is linked to the town's history. In my research, I learned that stories of dragons of old were passed along from generation to generation. Perhaps the name "Dragons" would be better suited for UC?

Please respond via email to confirm that you have received my letter. I will be following up in the weeks to come. I look forward to the chance for open dialogue on this matter. I am hopeful that UC can come up with a new team name that can proudly represent the school, its students and the Drakkenville community.

Thank you for taking the time to consider my concerns.

Sincerely,
Stew Dent
notjustagamer@gmale.com

PERSUASIVE LETTER

Now it's your turn. Use the sample persuasive letter as your example and mentor text. Choose one of the following scenarios and create your own persuasive letter.

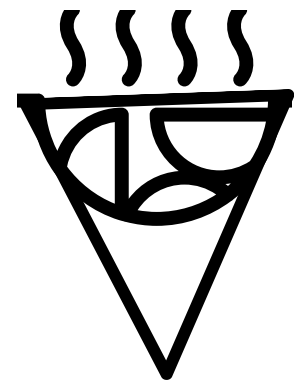
1. One of your favorite bands just released a new song. You love the lyrics and you love the song overall but you are bothered by the fact that they used samples of powwow chanting in the mix. Write a persuasive letter to encourage the band to remix the song without the Indigenous content. Explain why you feel it is culturally inappropriate for a Swedish polka band to be using indigenous music samples from Canada. Suggest alternatives.



2. Your favorite actor just got casted for a huge role in a period piece. They are to play the role of Chief Tecumseh. You are concerned about what the public is going to think of this actor when they find out that he is of German Irish descent and has no FNMI family heritage ties. Write a persuasive letter to convince the actor to reconsider taking this role. Give reasons and suggest alternatives.



3. Your favorite fast food restaurant is serving a new kind of french fries. Instead of your traditional french fries on a plate, the manager came up with the "brilliant idea" of selling "redskin" potatoes in an upside down "teepee." What should be the most obvious of egregious transgressions is going completely unnoticed by the general public. Even your friends are ordering them and loving them. Write a persuasive letter to encourage the manager to reconsider this new found dish. Give reasons as to why this is a culturally insensitive idea and suggest alternatives.



4. You just came back from a great night of comedy. You had front row seats to see your favourite comedian, and he did not disappoint. Well, except those 2 minutes that included insensitive remarks about Indigenous people. You feel that using stereotypes against Indigenous people does not constitute clever humor. Write a persuasive letter to the comedian to convince him to change or delete that part of his comedy routine. Give reasons and suggest alternatives.

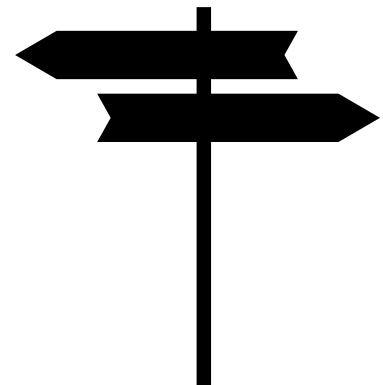


PERSUASIVE LETTER

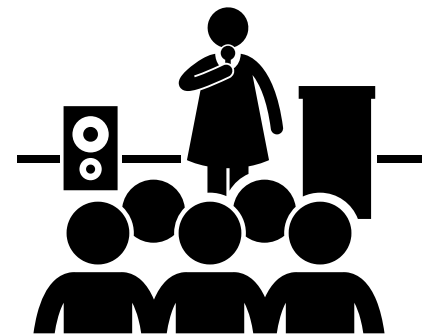
5. You made it to first year of college and you're taking a history course. When the topic of how the government treated indigenous people in the past comes up, the prof quickly glosses over the facts or skips pages from the History textbook entirely. Worse, some of the facts they present in class are quite contradictory to what you learned in your grade 11 NBE course. Write a persuasive letter to the professor about the importance of teaching all of history and presenting all of the facts, particularly when it comes to indigenous peoples. Give reasons and suggests resources.



6. A new housing development is going into your town. 300 homes being built on 6 new streets. The town has decided to name the streets as follows... Iroquois Street, Chippewa Street, Ottawa Street, Algonquin Street, Ojibwe Street, and Apache Boulevard. Being the amazing student that you are and having taken the grade 11 NBE course, you know that only one of those indigenous groups were actually ever a part of your region. Worst, two of the indigenous bands that occupied the land in and around your town were not considered in the naming of the streets. Write a persuasive letter to inform the town of these and other facts. Give reasons why the town should reconsider the street names and provide alternatives.



7. You've learned a lot about Indigenous culture in your grade 11 NBE course. You wonder why students don't have access to readings, music, videos, and stories in earlier grades. Write a letter to the school board to express your interest in seeing more Indigenous content being shared from grades K through 12. Do some research. Suggest resources that can be used for different grade levels. Suggest events like guest author reads or school assembly ideas.



After you are done your persuasive letter, switch letters with a partner. Go over your partner's letter to ensure the elements of a persuasive letter have been included. Suggest any revisions. Write a good copy of your letter and submit to your teacher.

SCREAM OF THE UNSEEN

- TEACHER PACKAGE -

ALTERNATIVE PROJECTS

BELOW ARE A LIST OF POSSIBLE ALTERNATIVE PROJECTS:

LYRIC VIDEO - Create a lyric video for the song using the words. Include video or images in the background.

COVER SONG - Got some musical chops? Grab your guitar or head over to the piano and record yourself performing the song "Scream of the Unseen." See guitar chords on next page.

COOL QUILT - If you have a class filled with talented sew and sews (so and so's), you can have each student draw something or write something on a square piece of fabric and then sew all the squares together to make a "Scream of the Unseen" cool quilt.

MIME TIME - Inspired by chapter of the same name from ÉTIENNE's best-selling book "Rock Your Class," allow students to shoot an interpretive mime scene with the song as the musical background.

UNSEEN PAINTING - Is your talent visual arts? Create a painting, drawing, or a visual art representation of what the song is saying to you.

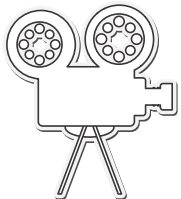
UNSEEN MINECRAFT - Minecraft anyone? Create a Minecraft music video for the song.

TIKTOK TIME - Create a short (one minute or less) TikTok video featuring a part of the song.

IN THE NEWS - From your list of social issues listed in the tools found in this package, create a news report about some of those unseen screams found locally, nationally, or globally.

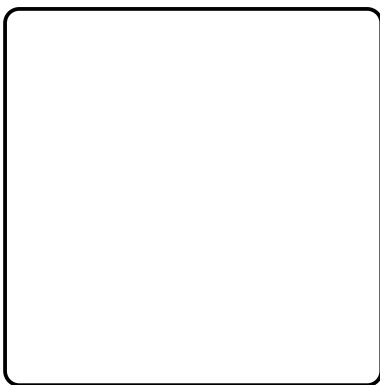
ESSAY/POEM - Do you feel righter as a writer? No problem! Write a poem or an essay sharing your reflections about the song.

OPEN - None of these ideas challenge you? Suggest another alternative to your teacher.

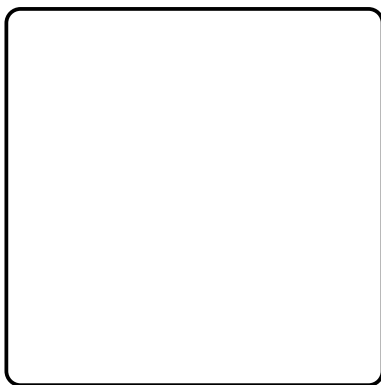


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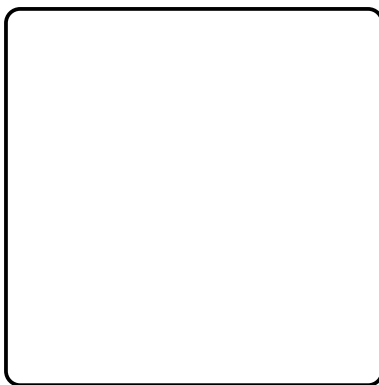
Use the storyboard to create a plan and then film a music video for this song.



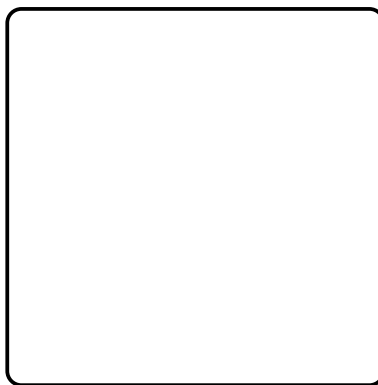
We are scared



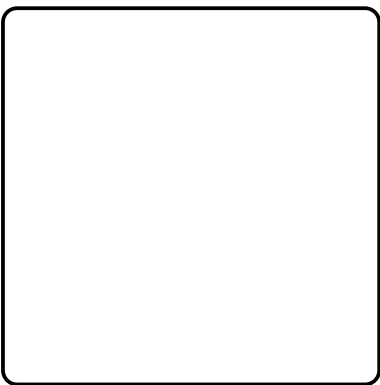
But that makes sense



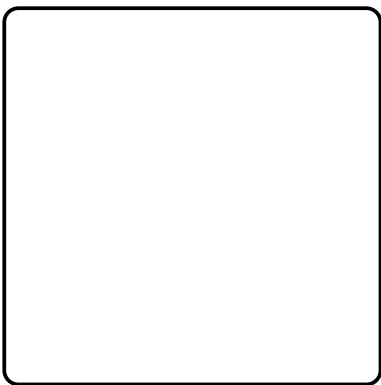
When you live



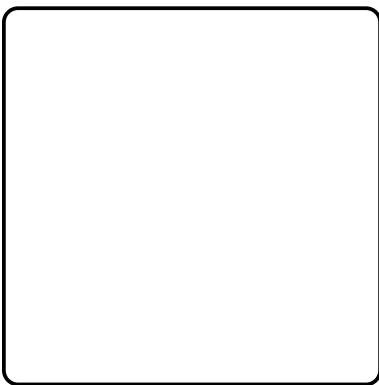
On the defense



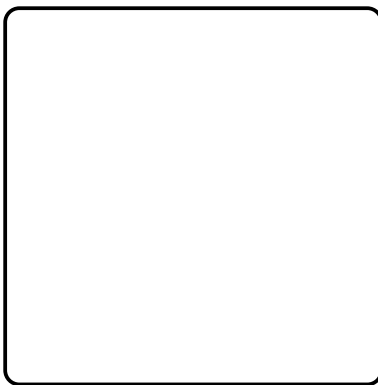
All alone



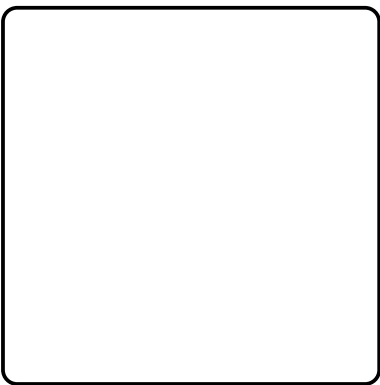
It makes us sick



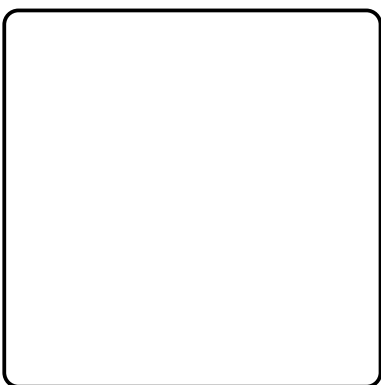
So we hide



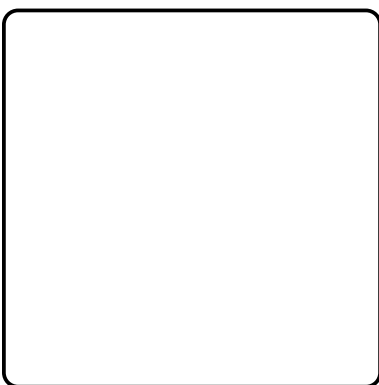
In the music



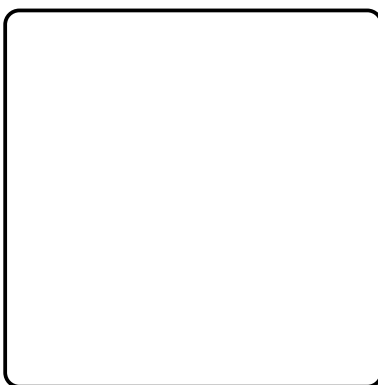
Oh, it's obscene



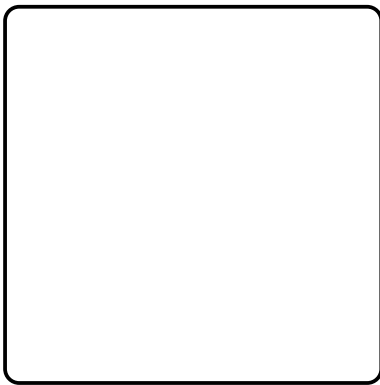
The scream



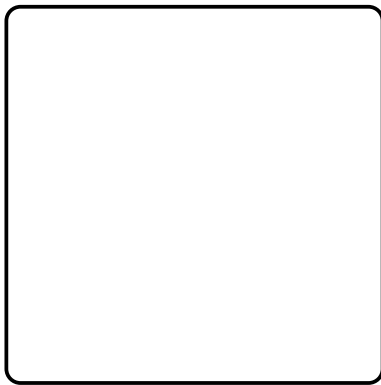
Of the unseen



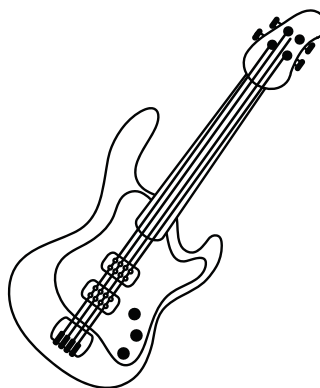
Oh, it's obscene

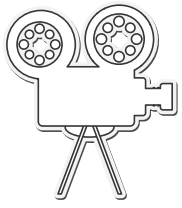


The scream



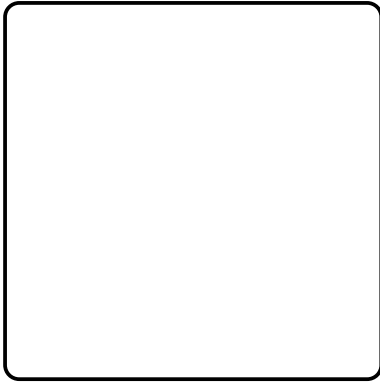
Of the obscene



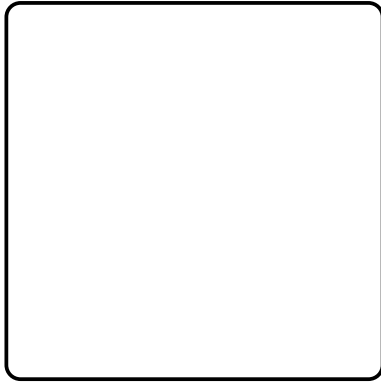


SCREAM OF THE UNSEEN

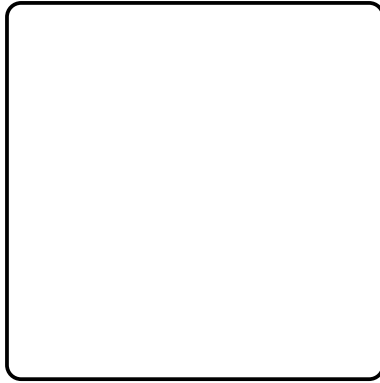
Use the storyboard to create a plan and then film a music video for this song.



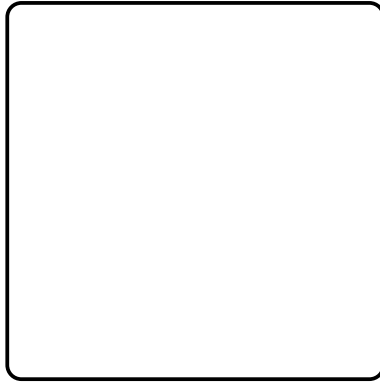
Silent cries



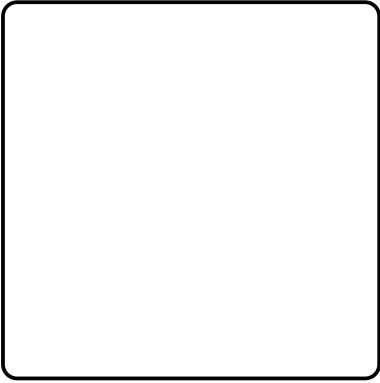
Made every day



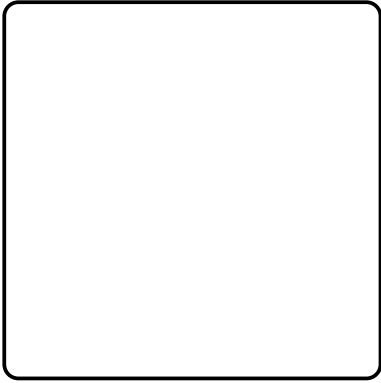
Seems everone



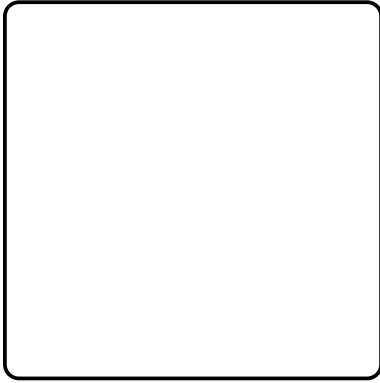
Just walks away



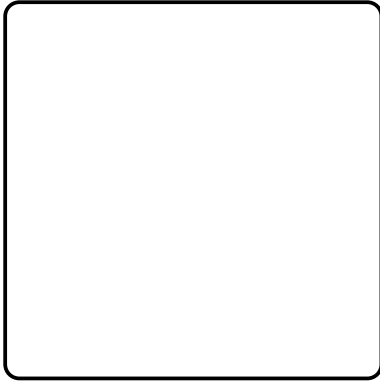
(Walks away)



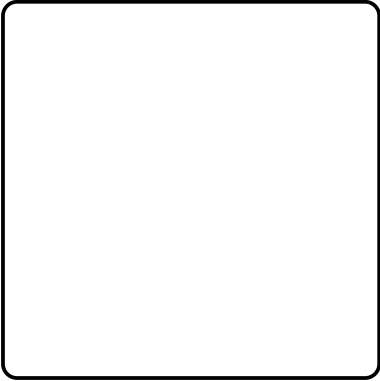
But if we look



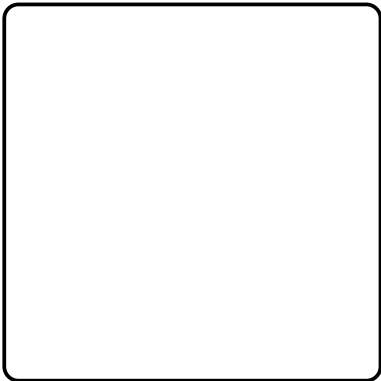
We will see



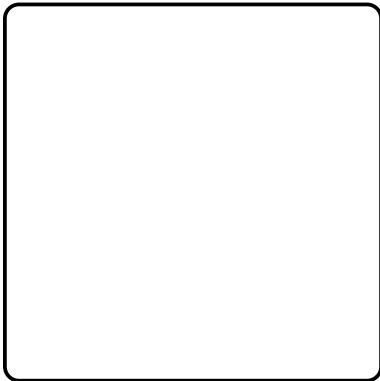
What we need



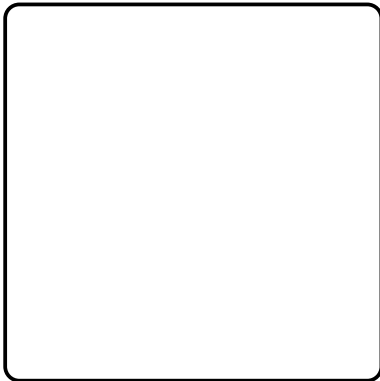
Starts with me



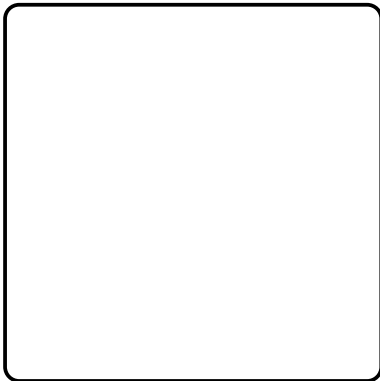
(music)



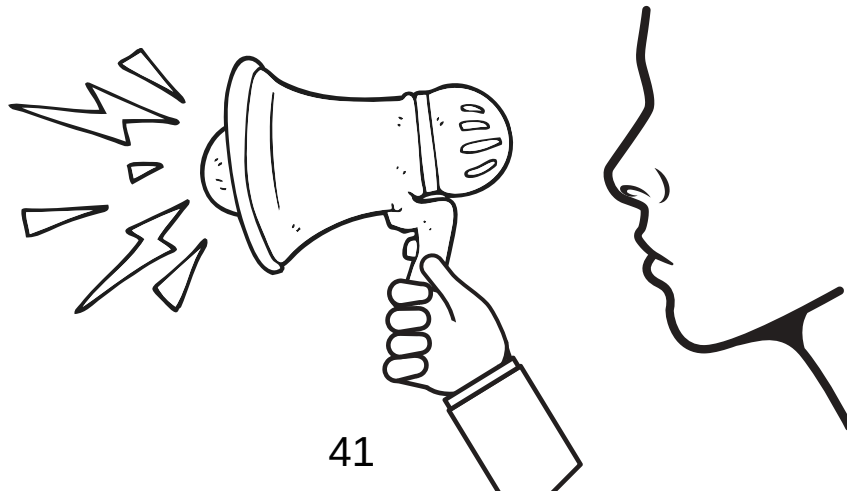
Oh, it's obscene

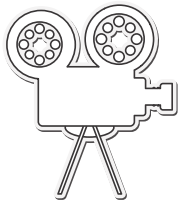


The scream



Of the unseen





SCREAM OF THE UNSEEN

Use the storyboard to create a plan and then film a music video for this song.



SCREAM OF THE UNSEEN

- GUITAR CHORDS -

Tuning: Drop D Intro: Dm Bb Gm A

Dm Bb

We are scared, but that makes sense

Gm A A7/Gm/F/Dm (descending riff)

When you live, on the defense

Dm Bb

All alone, it makes us sick

Gm A A7/Gm/F/Dm (let Dm ring)

So we hide, in the music

E-E (quick cut on last E)

Dm Bb

Oh, it's obscene

 Gm A A7

The scream of the unseen

Dm Bb

Silent cries, made every day

Gm A A7/Gm/F/Dm (descending riff)

Seems everyone, just walks away

Dm Bb

But if we look, we will see

Gm A A7/Gm/F/Dm (let Dm ring)

What we need, starts with me

E-E (quick cut on last E)

Bridge riff :

D-D-F-D-F-G-D-Bb-D-D-A-D-G-D-F-G

D-D-F-D-F-G-D-Bb-D-D-A-D-G-D (cut off)

D-D-F-D-F-G-D-Bb-D-D-A-D-G-D-F-G

D-D-F-D-F-G-D-Bb-D-D-A-D-G-D-Bb-C

D (open and let ring) E-E (cut off)

