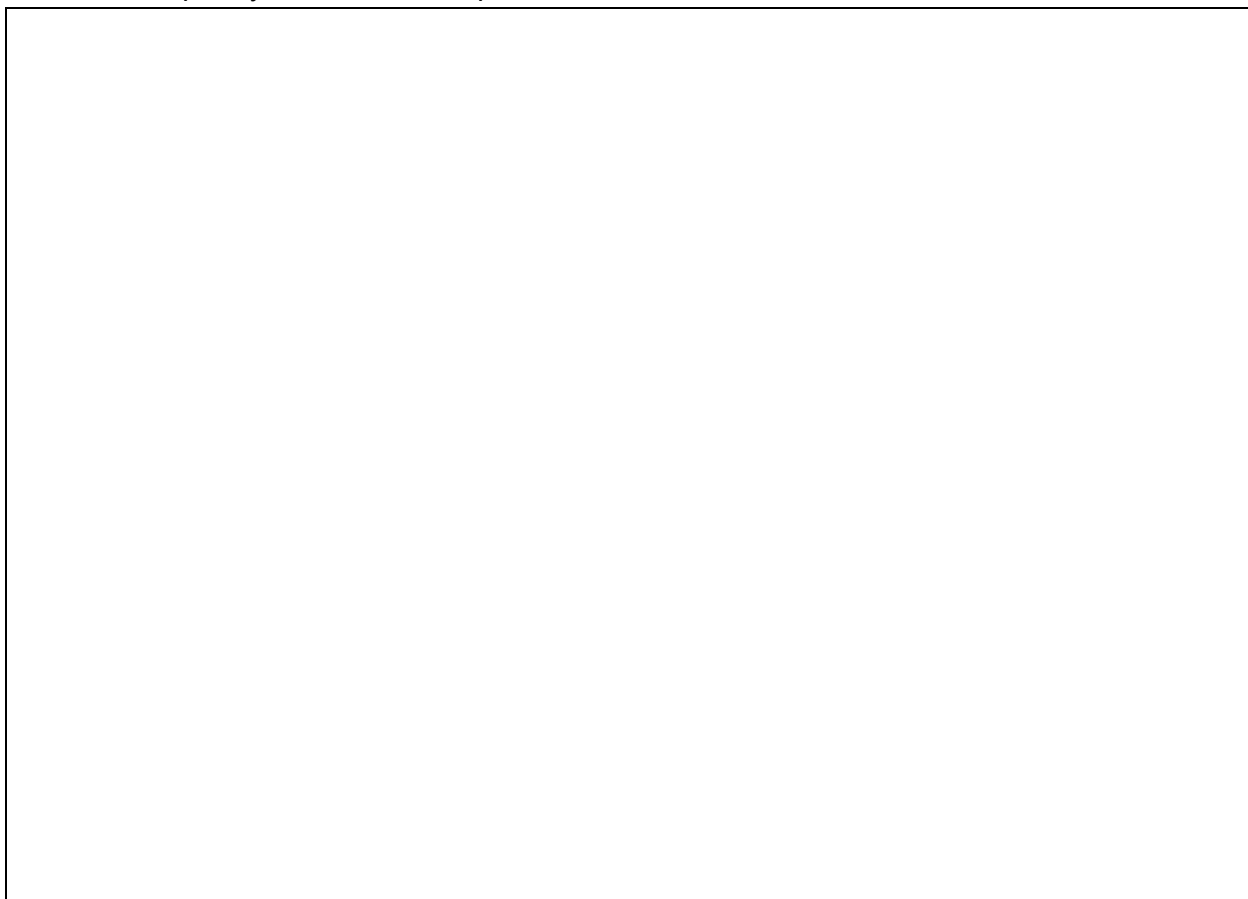


**“Art is a powerful tool for commemoration. Public commemorations, through art, can help bring forward personal stories of colonial violence. Art as commemoration bears witness to injustice, recognizes human dignity of victims and survivors, and calls institutions, systems and structures to account. The National Inquiry is honoured to share some of the hundreds of artistic expressions gifted throughout the Truth Gathering Process.”** (National Inquiry into Missing and Murdered Indigenous Women and Girls, 2019).

- 1) Scroll through the gallery of art dedicated to the national project on the inquiry of missing and murdered women at this link: <https://www.mmiwg-ffada.ca/artists-list>
- 2) Read this short article on one art piece permanently on display at the Canadian Human Rights Museum: <https://v2.panow.com/article/672639/red-dresses-symbol-remembrance-mmiwg>
- 3) Find a gallery piece or song that speaks to you in some way. Describe why you think it is accurate. What emotions does it conjure? Each of these artistic expressions is aiming to describe the emotion when someone goes missing.
- 4) Line is one of the simplest and most basic aspects of art, but it can also contain a lot of emotions. Listen to the song “Runaway Train” by Soul Asylum [https://www.youtube.com/watch?v=NRtvqT\\_wMeY](https://www.youtube.com/watch?v=NRtvqT_wMeY) Use simple line art to demonstrate visually how you're feeling as you listen to the song. Using the space below, let your pencil flow without letting it leave the page. Are your lines similar to any of the lines in the gallery pieces you saw before? Compare your ideas with a partner.

A large, empty rectangular box with a thin black border, intended for a student to draw simple line art representing their feelings while listening to the song "Runaway Train".