

Who Are the Métis?

Grade Two Social Studies Unit Alberta Curriculum



**Jemima Ann Halcro
(My koohkoom/grandmother)**

**Compiled & Written by
Heather Doraty**

Acknowledgements

This unit was adapted from the Gabriel Dumont Institute (GDI)'s *Bringing Métis Children's Literature to Life* guide which uses their resources for units on Métis history and culture. Although not everything in my lesson plans are from GDI's guide, the lessons have been greatly influenced and built around ideas and stories as well as some suggested activities from GDI's information. I have added activities and details from my own ideas and experiences in order to enhance connections and to help the lessons fit better into the Alberta grade two curriculum. This unit can be adapted for other jurisdictions. GDI's resources are available at www.shopmetis.ca. This unit plan is intended to be printed double-sided. Blank pages appear in order for teachers to be able to add dividers at section pages.

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Timeline Samples

Introductory Lessons (3 parts)

SOCIAL: 2.2.7

MATH: Probability, space, and shape

READING: Use prior knowledge

Lessons 1-3	39
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Lesson 1:

Fiddle Dancer by Anne Patton and Wilfred Burton

Glossary of Michif Words

Bannock Recipe

SOCIAL: 2.1.2, 2.1.3, 2.2.1-1.2.5, 2.2.7

READING: Use prior knowledge, use textual cues, experience various texts, construct meaning from texts

HEALTH: Develop strategies to show respect for others: e.g. Show interest when others express feelings, offer support

Lesson 2:

Dancing in my Bones by Wilfred Burton and Anne Patton

Glossary of Michif Words

Tourtiere Recipe

SOCIAL: 2.1.2, 2.1.3, 2.2.1-1.2.5, 2.2.7

WRITING: Printing, Vocabulary

RESEARCH: Focus attention, determine info needs, plan to gather info, organize info, record info, evaluate info, review research process

READING: Use prior knowledge, use textual cues, experience various texts, construct meaning from texts

CHARACTER: Perseverance

HEALTH: Recognize that it takes time and effort to accomplish goals

Lesson 3:

Call of the Fiddle by Wilfred Burton and Anne Patton

Sash Pictures

Glossary

SOCIAL: 2.1.2, 2.1.3.2.2.1-2.2.5, 2.2.7

RESEARCH: Focus attention, determine info needs, plan to gather info, organize info, record info, evaluate info, review research process

READING: Use prior knowledge, use textual cues, experience various texts, construct meaning from texts

CHARACTER: Perseverance

HEALTH: Recognize that it takes time and effort to accomplish goals, recognize and value strengths and talents that members bring to a group

Lessons 4-7:

63

Lesson 4:

No Book

Background information for timeline

Northwest Resistance 1885

Batoche of Batoche May 9-12, 1885

SOCIAL: 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7

CHARACTER: Perseverance

HEALTH: Demonstrate an understanding of a strategy for conflict resolution

Lesson 5:

The Giving Tree: A Traditional Métis Story by Leah Marie Dorion

Organizer

SOCIAL: 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7

WRITING: Vocabulary, Printing, Content

RESEARCH: Focus attention, determine info needs, plan to gather info, organize info, record info, evaluate info, review research process

READING: Use prior knowledge, use comprehension strategies, use textual cues, experience various texts, construct meaning from texts, understand forms and genres, understand techniques & elements

CHARACTER: Honesty, integrity, compassion, sharing

HEALTH: Explain how groups can contribute to a safe and caring environment

Lesson 6:

The Giving Tree: A Traditional Métis Story by Leah Marie Dorion

Exploring the Red River Cart Wheel Teachings

Wheel Pictures

SOCIAL: 2.1.1, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7

WRITING: Vocabulary, printing, content

RESEARCH: Focus attention, determine info needs, plan to gather info, organize info, record info, evaluate info, review research process

READING: Use prior knowledge, use textual cues, experience various texts, construct meaning from texts

CHARACTER: Honesty, integrity, compassion, sharing

HEALTH: Explain how groups can contribute to a safe and caring environment

Lesson 7:

Ishpow Daan Li Syel (High in the Sky) Taanishi Books Reader

Picture of a Métis Flag

Sample of infinity symbol

SOCIAL: 2.1.3, 2.2.7

MATH: Symmetry

CHARACTER: Respect

Lessons 8-13:

75

Lesson 8:

Relatives with Roots by Leah Marie Dorion

Scrapbook

Medicines to Help Us posters

Ball of Yellow Wool
Ball of Green Wool
Pictures of Plants and Animals

SOCIAL: 2.1.1, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7

READING: Use prior knowledge, use comprehension strategies, use textual cues, experience various texts, construct meaning from texts, appreciate artistry of texts, understand techniques and elements

HEALTH: Explain how groups can contribute to a safe and caring environment

Lesson 9:

The Diamond Willow Walking Stick by Leah Marie Dorion
Scrapbook

SOCIAL: 2.1.1, 2.1.2, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7

WRITING: Organization

READING: Use prior knowledge, use comprehension strategies, use textual cues, experience various texts, construct meaning from texts, appreciate artistry of texts, understand techniques and elements

CHARACTER: Respect, compassion, generosity

Lesson 10:

Optional Read and Discuss
Better that Way by Rita Bouvier

SOCIAL: 2.1.1, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7

READING: Use prior knowledge, use comprehension strategies, use textual cues, experience various texts, construct meaning from texts, appreciate artistry of texts, understand techniques and elements

Lesson 11:

Video Story: *The Story of the Rabbit Dance* by Jeanne Pelletier
Dance steps for the rabbit dance

SOCIAL: 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7

READING: Use prior knowledge, use comprehension strategies, use textual cues, experience various texts, construct meaning from texts, appreciate artistry of texts, understand techniques and elements

CHARACTER: Taking turns, doing your part

HEALTH: Demonstrate organizational skills

Lesson 12:

Peter Fidler and the Métis by Donna Lee Dumont

Very advanced book so just do a picture walk and discuss some of the background

SOCIAL: 2.1.1, 2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7

READING: Use prior knowledge, use comprehension strategies, use textual cues, experience various texts, construct meaning from texts, appreciate artistry of texts, understand techniques and elements

Lesson 13:

The Flower Beadwork People by Sherry Farrell Racette

Medicines to Help Us Posters

SOCIAL: 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7

MATH: Patterns

READING: Experience various texts

HEALTH: Explain how groups can contribute to a safe and caring environment

Lessons 14-15:

85

Lesson 14:

The Métis Alphabet Book by Joseph Jean Fauchon

(Wery fun activity that takes more than one lesson)

Starter blacklines and squares

Starter word cards

2.1.3, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7, 2.S.7, 2.S.9

RESEARCH: Focus attention, determine info needs, plan to gather info, organize info, record info, evaluate info, review research process

READING: Use prior knowledge, experience various texts

HEALTH: Demonstrate organizational skills

Lesson 15:

My First Métis Lobstick by Leah Marie Dorion

(This is a big activity that you can invite judges to—adding a lot of excitement and enthusiasm)

Graphic Organizer

Judging Invite and forms

SOCIAL: 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7, 2.S.7, 2.S.9

MATH: Symmetry, patterns

WRITING: Organization, sentence formation, vocabulary, word choice

RESEARCH: Focus attention, determine info needs, plan to gather info, organize info, record info, evaluate info, review research process

READING: Use prior knowledge, use comprehension strategies, use textual cues, experience various texts, construct meaning from texts, understand forms and genres, understand techniques and elements

CHARACTER: Cooperation, respect, responsibility

HEALTH: Demonstrate organizational skills, identify personal behaviours that show readiness to learn, develop strategies to show respect for others, demonstrate an understanding for conflict resolution (e.g. propose a compromise—group work), recognize and value strengths and talents that members bring to a group (e.g. identify skills each member can offer), recognize that it takes time and effort to accomplish goals

Lessons 16-17:

95

Lesson 16:

Manny's Memories by Ken Caron with Angela Caron

Family orchard

SOCIAL: 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7

WRITING: Printing, spelling, capitalization, punctuation, sentence structure, vocabulary, organization, content

RESEARCH: Focus attention, determine info needs, plan to gather info, organize info, record info, evaluate info, review research process

READING: Use prior knowledge, use comprehension strategies, use textual cues, experience various texts, construct meaning from texts, understand forms and genres, understand techniques and elements
HEALTH: Demonstrate organizational skills

Lesson 17:

Road Allowance Kitten by Wilfred Burton
(Don't miss this one, it is so amazing!)

Vocabulary cards

Poster with HOME IS WHERE THE HEART IS

Black and white pictures of Métis homes from the past

Pre-amble notes to understanding the story

SOCIAL: 2.1.1, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7, 2.S.1, 2.S.2, 2.S.3, 2.S.4

WRITING: Printing, spelling, capitalization, punctuation, sentence structure, vocabulary, organization, content

READING: Use prior knowledge, use comprehension strategies, use textual cues, experience various texts, construct meaning from texts, understand forms and genres, understand techniques and elements

CHARACTER: Perseverance

HEALTH: Demonstrate an understanding of a strategy for conflict resolution (e.g. propose a compromise)

Extra Read Before Christmas:

Métis Christmas Mittens by Leah Marie Dorion

SOCIAL: 2.1.1, 2.1.2, 2.2.1, 2.2.2, 2.2.3, 2.2.4, 2.2.5, 2.2.7

MATH: Pairs, patterns, symmetry

READING: Use prior knowledge, use comprehension strategies, use textual cues, experience various texts, construct meaning from texts, understand forms and genres, understand techniques and elements

CHARACTER: Compassion, sharing, generosity

HEALTH: Demonstrate ways to show appreciation to friends and others

Métis Traditions Page

Métis Culture Page

Métis Celebrations & Festivals Page

More Vocabulary

Quiz Quiz Trade: Who are the Métis Review Cards

Extra Information

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What is Scrip?

The Water Routes

Alberta Métis Honour the Garneau Tree

Aaron Paquette Info

Indigenous Cruncher Craft

Additional Information and Websites to Visit

Sample Journal Pages

Curriculum Background

**The following is from Alberta's Curriculum Guide
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Grade Two: Communities in Canada

- 2.1 Canada's Dynamic Communities
- 2.2 A Community in the Past

Grade 2 expands on the concept of community through an examination of specific characteristics of communities in Canada. Building on the introduction of historical thinking in Grade 1, Grade 2 students will examine how a community changes over time.



GRADE 2: Communities in Canada

OVERVIEW

Grade 2 students will investigate life in three diverse communities within Canada. Based on their understanding of their own communities, students will explore characteristics of selected rural and urban communities in Canada: an Inuit community, a prairie community and an Acadian community. They will apply their understanding of various aspects that define communities, such as geography, culture, language, heritage, economics and resources, in their investigation of how communities are connected. Students will discover how people live in each of these communities and will reflect upon the vastness of Canada and the diversity of Canadian communities.

Students will also be given the opportunity to study the past of their own or one of the other communities studied. Throughout the study, emphasis will be on the contribution of individuals and groups to a community.

RATIONALE

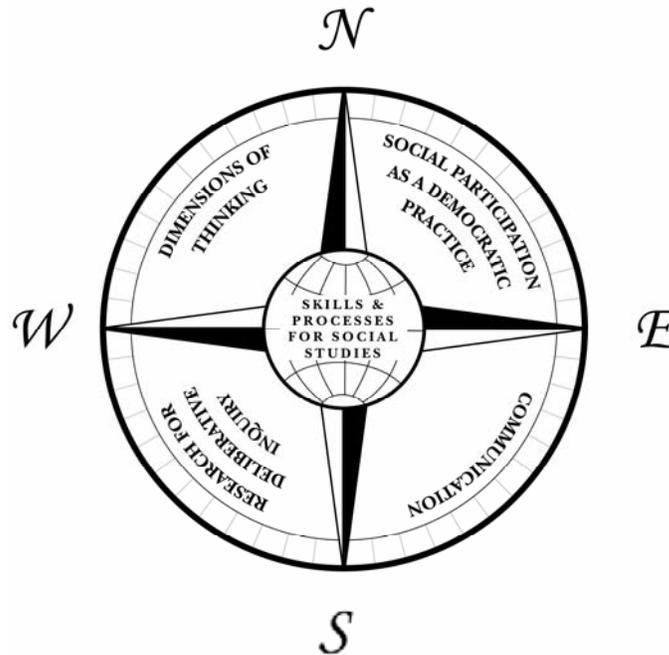
Grade 2 students will develop a process for identifying characteristics of communities within Canada. They will inquire into the defining characteristics of a variety of communities in Canada to foster an appreciation of what makes a community and of each community's contributions to Canada as a nation. Through these explorations, students will develop an appreciation of and respect for the vastness of Canada and the diversity of Canadian communities.

TERMS AND CONCEPTS

Acadians, goods, human geography, Inuit, physical geography, services, cultural diversity, rural, urban

General Outcome 2.1 Canada's Dynamic Communities	General Outcome 2.2 A Community in the Past
Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.	Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of their community.
Local and Current Affairs	
In order to allow opportunities for students to engage in current affairs, issues and concerns of a local nature, the program of studies provides the flexibility to include these topics within the time allotted for social studies.	





Benchmark Skills and Processes

The following benchmark skills and processes are provided here as outcomes to be achieved by the end of Grade 3.

Dimensions of Thinking	
<i>critical thinking and creative thinking</i>	evaluate ideas and information from different points of view
<i>historical thinking</i>	correctly apply terms related to time, including past, present, future
<i>geographic thinking</i>	create and use a simple map to locate communities studied in the world
<i>decision making and problem solving</i>	apply new ideas and strategies to contribute to decision making and problem solving
Social Participation as a Democratic Practice	
<i>cooperation, conflict resolution and consensus building</i>	demonstrate cooperative behaviour to ensure that all members of the group have an opportunity to participate
<i>age appropriate behaviour for social involvement</i>	participate in projects that improve or meet the particular needs of their school or community
Research for Deliberative Inquiry	
<i>research and information</i>	make connections between cause-and-effect relationships from information gathered from varied sources
Communication	
<i>oral, written and visual literacy</i>	organize and present information, such as written and oral reports, taking particular audiences and purposes into consideration
<i>media literacy</i>	compare information on the same issue or topic from print media, television, photographs and the Internet



2.1 Canada's Dynamic Communities

General Outcome

Students will demonstrate an understanding and appreciation of how geography, culture, language, heritage, economics and resources shape and change Canada's communities.

Specific Outcomes

► Values and Attitudes

Students will:

2.1.1 appreciate the physical and human geography of the communities studied:

- appreciate how a community's physical geography shapes identity (I, LPP)
- appreciate the diversity and vastness of Canada's land and peoples (CC, LPP)
- value oral history and stories as ways to learn about the land (LPP, TCC)
- acknowledge, explore and respect historic sites and monuments (CC, LPP, TCC)
- demonstrate care and concern for the environment (C, ER, LPP)

► Knowledge and Understanding

Students will:

2.1.2 investigate the physical geography of an Inuit, an Acadian, and a prairie community in Canada by exploring and reflecting the following questions for inquiry:

- Where are the Inuit, Acadian and prairie communities located in Canada? (LPP)
- How are the geographic regions different from where we live? (LPP)
- What are the major geographical regions, landforms and bodies of water in each community? (LPP)
- What are the main differences in climate among these communities? (LPP)
- What geographic factors determined the establishment of each community (e.g., soil, water and climate)? (LPP, TCC)
- How does the physical geography of each community shape its identity? (CC, I)
- What is daily life like for children in Inuit, Acadian and prairie communities (e.g., recreation, school)? (CC, I, LPP)
- How does the vastness of Canada affect how we connect to other Canadian communities? (C, I, LPP)

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People			GC	Global Connections
CC	Culture and Community	PADM	Power, Authority and Decision Making			TCC	Time, Continuity and Change

Grade 2

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2.1.3 investigate the cultural and linguistic characteristics of an Inuit, an Acadian and a prairie community in Canada by exploring and reflecting upon the following questions for inquiry:

- What are the cultural characteristics of the communities (e.g., special symbols, landmarks, languages spoken, shared stories or traditions, monuments, schools, churches)? (CC, LPP, TCC)
- What are the traditions and celebrations in the communities that connect the people to the past and to each other? (CC, LPP, TCC)
- How are the communities strengthened by their stories, traditions and events of the past? (CC, TCC)
- What are the linguistic roots and practices in the communities? (CC)
- What individuals and groups contributed to the development of the communities? (CC)
- How do these communities connect with one another (e.g., cultural exchanges, languages, traditions, music)? (CC)
- How do the cultural and linguistic characteristics of the communities studied contribute to Canada's identity? (CC, I)

2.1.4 investigate the economic characteristics of communities in Canada by exploring and reflecting upon the following questions for inquiry:

- What kinds of natural resources exist in the communities (e.g., fishing, agriculture, mining)? (ER, LPP)
- What are the occupations in each of the communities? (ER)
- What kinds of goods and services are available in the communities? (ER)
- What impact does industry have on the communities (i.e., agriculture, manufacturing)? (ER, LPP)

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections		
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change		



2.2 A Community in the Past

General Outcome

Students will demonstrate an understanding and appreciation of how a community emerged, and of how the various interactions and cooperation among peoples ensure the continued growth and vitality of the community.

Specific Outcomes

► Values and Attitudes

Students will:

- 2.2.1 appreciate how stories of the past connect individuals and communities to the present (C, I, TCC)
- 2.2.2 appreciate how Aboriginal and Francophone peoples have influenced the development of the student's community (C, CC, I)
- 2.2.3 appreciate the importance of collaboration and living in harmony (C, PADM)
- 2.2.4 appreciate how connections to a community contribute to one's identity (I)
- 2.2.5 appreciate how cultural and linguistic exchanges connect one community to another (CC)

► Knowledge and Understanding

Students will:

- 2.2.6 analyze how the community being studied emerged, by exploring and reflecting upon the following questions for inquiry:
 - What characteristics define their community? (CC, I)
 - What is unique about their community? (CC, I)
 - What are the origins of their community? (TCC)
 - What were the reasons for the establishment of their community (e.g., original fur trade fort, original inhabitants)? (CC, TCC)
 - What individuals or groups contributed to the development of their community? (CC, TCC)
- 2.2.7 examine how the community being studied has changed, by exploring and reflecting upon the following questions for inquiry:
 - In what ways has our community changed over time (e.g., changes in transportation, land use)? (CC, TCC)
 - What has caused changes in their community? (CC, TCC)
 - How has the population of their community changed over time (e.g., ethnic mix, age, occupations)? (CC, LPP, TCC)
 - How have the people who live in the community contributed to change in the community? (CC, LPP, TCC)
 - How is the presence of Aboriginal and/or Francophone origins reflected in the community today? (CC)

	C	Citizenship		I	Identity		
ER	Economics and Resources	LPP	The Land: Places and People	GC	Global Connections		
CC	Culture and Community	PADM	Power, Authority and Decision Making	TCC	Time, Continuity and Change		

Grade 2

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SKILLS AND PROCESSES FOR GRADE 2

Alberta Learning's Information and Communication Technology (ICT) curriculum is infused throughout the social studies program of studies. Selected ICT outcomes are suggested throughout the program and are indicated by this symbol ➤.

► DIMENSIONS OF THINKING

Students will:

2.S.1 develop skills of critical thinking and creative thinking:

- distinguish between a fictional and a factual account about Canadian communities
- choose and justify a course of action
- compare and contrast information from similar types of electronic sources, such as information collected on the Internet.

2.S.2 develop skills of historical thinking:

- correctly apply terms related to time (i.e., long ago, before, after)
- arrange events, facts and/or ideas in sequence

2.S.3 develop skills of geographic thinking:

- use a simple map to locate communities studied in Canada
- determine distance on a map, using relative terms such as near/far, here/there
- apply the concept of relative location to determine locations of people and places
- use cardinal directions to locate communities studied in relation to one's own community

2.S.4 demonstrate skills of decision making and problem solving:

- apply ideas and strategies to decision making and problem solving
- propose new ideas and strategies to contribute to decision making and problem solving

► SOCIAL PARTICIPATION AS A DEMOCRATIC PRACTICE

Students will:

2.S.5 demonstrate skills of cooperation, conflict resolution and consensus building:

- demonstrate the ability to deal constructively with diversity and disagreement
- work and play in harmony with others to create a safe and caring environment
- consider the needs and ideas of others
- share information collected from electronic sources to add to a group task

2.S.6 develop age-appropriate behaviour for social involvement as responsible citizens contributing to their community, such as:

- participate in activities that enhance their sense of belonging within their school and community



► RESEARCH FOR DELIBERATIVE INQUIRY

Students will:

2.S.7 apply the research process:

- participate in formulating research questions
- develop questions that reflect a personal information need
- follow a plan to complete an inquiry
- access and retrieve appropriate information from electronic sources for a specific inquiry
- navigate within a document, compact disc or other software program that contains links
- organize information from more than one source
- process information from more than one source to retell what has been discovered
- formulate new questions as research progresses
- draw conclusions from organized information
- make predictions based on organized information

► COMMUNICATION

Students will:

2.S.8 demonstrate skills of oral, written and visual literacy:

- prepare and present information in their own words, using respectful language
- respond appropriately to comments and questions, using respectful language
- interact with others in a socially appropriate manner
- create visual images for particular audiences and purposes
- display data in a problem-solving context
- use technology to support a presentation

2.S.9 develop skills of media literacy:

- identify key words from gathered information on a topic or issue
- compare information on the same topic or issue from print media, television and photographs



Glossary of Terms and Concepts—Grade 2

The following terms and concepts are contained within the general and specific outcomes in the grade. The definitions are provided to facilitate a better understanding and more effective application of the social studies concepts presented.

Acadians	Descendants of approximately 100 French families who settled along the shores of the Baie française (now the Bay of Fundy) in the area now known as New Brunswick, Nova Scotia and Prince Edward Island.
cultural diversity	Differences in groups having a variety of languages, ethnicity, nationalities, within a shared space.
goods	Items that are produced and have an economic value.
human geography	The branch of geography that pertains specifically to how humans adapt to their environment.
Inuit	A member of any of several Aboriginal peoples who live in coastal regions of the Canadian Arctic and in Greenland.
physical geography	The study of the physical characteristics of the environment, for example, landforms, climate and bodies of water.
rural	Relating to agricultural; or sparsely populated; of or relating to people who live in the country
services	Physical or intellectual labour.
urban	Relating to cities or city life.

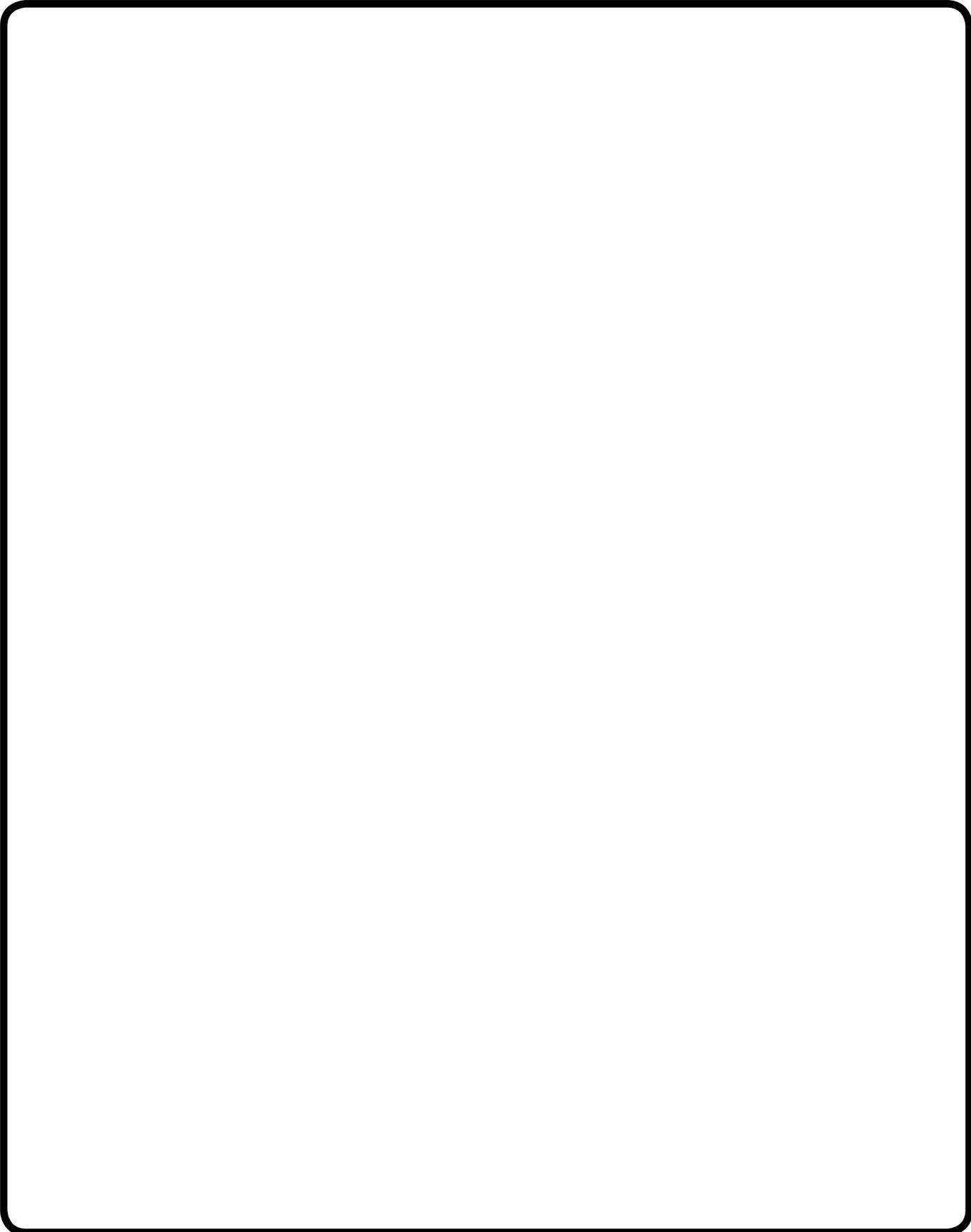


Assessments

**How to assess student learning in the classroom
- Pretests, tests, quizzes**



You may draw a picture to show what you know about the Métis.



What do we know already?

What we learned ...



Métis

Name: _____

What did they live in?

How did they travel/get around?

Explain how the Métis came to be in Canada:

Tell one other fact about the Métis:

	<p>Please draw your answer to ONE question.</p> <p>Make sure you:</p> <ul style="list-style-type: none">• Label the object• Include 3 details• Use accurate colours
--	---



First Nations

Name: _____

What did they live in?

How did they travel/get around?

Tell 3 things for which buffalo were used.

Tell one other fact about the First Nations:

	<p>Please draw your answer to ONE question.</p> <p>Make sure you:</p> <ul style="list-style-type: none">• Label the object• Include 3 details• Use accurate colours
--	---



Settlers

Name: _____

What did they live in?

How did they travel/get around?

Explain how they got most of their food—include 3 details.

Tell one other fact about the settlers:

	<p>Please draw your answer to ONE question.</p> <p>Make sure you:</p> <ul style="list-style-type: none">• Label the object• Include 3 details• Use accurate colours
--	---



N.W.M.P.

Name: _____

What did they build to live in?

How did they travel/get around?

Explain why they came to the Calgary area—include 3 details.

Tell one other fact about the N.W.M.P.:

	<p>Please draw your answer to ONE question.</p> <p>Make sure you:</p> <ul style="list-style-type: none">• Label the object• Include 3 details• Use accurate colours
--	---



Missionaries

Name: _____

What is ONE job the missionaries came to do?

What is a SECOND job the missionaries came to do?

What is a THIRD job the missionaries came to do?

Tell one other fact about the missionaries:

Please draw your answer to ONE question.

Make sure you:

- Label the object
- Include 3 details
- Use accurate colours



Study Guide for Métis

Using your Métis Journal to remind you, make sure you can answer all these questions.

What two cultures did the Métis come from?

How did the Métis travel from place to place?

What is a Red River cart?

What jobs did the Métis do?

What company did the Métis work for that is now a department store?

What special activities do the Métis enjoy?

What is a fiddle?

What is a sash used for?

What is a capote?

What special foods do the Métis eat?

What type of art are the Métis known for?

What is another name for Métis people?

What is a road allowance?

Why did the Métis move to Green Lake?

What symbols and colours are on the Métis flag?

Why are plants and herbs important to the Métis?

What is a cache? What might you find in one?

What is grub?

What is a Mooshoom?

Retell the story of the Battle of Batoche.



Name: _____ Date: _____

A quiz about the culture and traditions of the Métis of the Prairies.

1. Which language was created by the Métis?

French _____ Inuktitut _____ Michif _____

2. The Métis are people with both First Nations and European heritage.

True _____ False _____

3. What are some Métis traditional clothing items?

Top hat _____ Capote _____ Frilly skirt _____

Colourful sash _____ Red River coat _____ Moccasins _____

4. Which of these activities are special for the Métis?

Fast toe-tapping dancing (jigging) _____ barrel rolling _____

Using wild plants for medicines _____ neckpull _____

5. Which type of art are the Métis known for?

Flower beadwork _____ Soapstone sculptures _____

Colourful paintings _____

6. Which of the following foods are known as part of a Métis diet?

Tourtière _____ Whale skin _____ Pemmican _____

Lobster _____ Bannock _____ Borscht _____ Moose stew _____



Name: _____ Date: _____

The Métis of Batoche

1. Which is the official language of the Métis?

French _____ Inuktitut _____ Michif _____

2. Which of the following are Métis celebrations?

Nunavut Day _____ Acadian National Day _____ Toonik Tyme _____

Back to Batoche Days _____ Lobster Festival _____

3. Which of the following are Métis sports?

Log sawing _____ Dog sled racing _____ High kick _____

Dancing _____ Barrel rolling _____ Neck pull _____

4. Which type of art are the Métis known for?

Flower beadwork _____ Soapstone sculptures _____

Colourful paintings _____

5. Which of the following foods are part of a Métis diet?

Rappie pie _____ Arctic char _____ Deer meat _____

Bannock _____ Lobster _____ Whale skin (maktaaq) _____

Tourtière _____ Caribou stew _____

6. Which of the following are part of Métis music?

Fiddle _____ Wooden spoons _____

Drum dancing _____ Throat singing _____

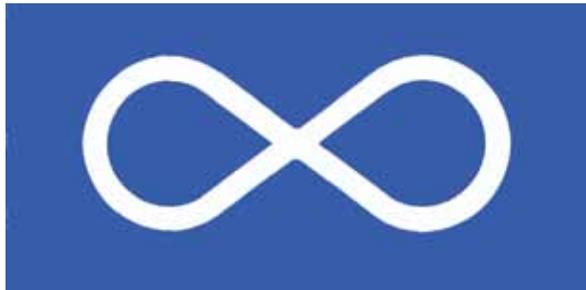


Name: _____ Date: _____

Looking at People and Looking at Places

On the line beside the flag, label it Acadian, Inuit, or Métis.









Name 2 cultural items for each community:

drums	sash	fiddle	soapstone carving
lobstick	rainbow	seafood	sabots

Acadian:

1. _____
2. _____

Inuit:

1. _____
2. _____

Métis:

1. _____
2. _____

Fill in the Blank:

Nova Scotia	Saskatchewan	Nunavut
-------------	--------------	---------

Saskatoon is in the province of _____.

Iqaluit is in the territory of _____.

Meteghan is in the province of _____.



Meteghan

Iqaluit

Saskatoon

_____ has the coldest weather of all the communities.

_____ is one of the sunniest cities in Canada.

_____ has the rainiest weather of the three communities.

Inuktitut

frozen

French

Iqaluit

Saskatoon

The Acadians main language is _____.

In Iqaluit the ground is always _____.

_____ is the Inuit language.

_____ is located the furthest north of the three communities.

_____ does not have a coastline.



Short Answer:

*Please answer the questions in complete sentences.

Why did the Inuit build inukshuks?

What do Acadians eat a lot of and why?

How did the Métis get their food?



Unit Preparations

Setting up Long Ago, Yesterday, Today (Timeline ideas)



Unit Preparations:

Most lessons are based on an hour class and depending on background knowledge students bring to the unit they may take more time to discuss and do. Remember—this is an inquiry type unit so depending on the interest of the students you may spend more time on one area than another.

Note: This unit will fit best right after introducing the main groups of people from Calgary's Past (Missionaries, NWMP, Settlers, and First Nations.) I explain that a lot of these people who came from Europe to the prairies were men. I tell the children they were lonely and wanted to have families so they married First Nations Women. The children they had made their own new culture bringing elements from both the European and First Nations Cultures which became known as Métis.

A timeline should be placed where it is very visible and accessible in the classroom. You will add information and dates to the timeline as they come up in the lessons and discussions.

Timeline

The timeline consists of a central horizontal line with six arrow-shaped segments pointing to the right. Above the line are three empty speech bubble boxes, and below the line are three empty speech bubble boxes, all intended for students to add information and dates.



Begin the unit by introducing Past, present and future. Put an addition to the time line with 2019 or whatever year it is and write the year it is right now and call it the present.

Show the video: Long Ago, Yesterday and Today <https://youtu.be/KTP-G6UEoJM>
(Converted version)

Discuss recent past, and long ago past.

Talk about how a decade is ten years, a century is 100 years and how in the beginning of Canada we learned that the First Nations people were here long before anyone else came. Then introduce that Europeans came. Just a note that the first wave arrived between 1640 and 1840 for the Fur Trade, creating dozens of small outposts and a European-style settlement in the Red River Colony, where the Métis became the largest single component of the population (Canadian Encyclopedia)—in grade two we mostly talk about the third wave, from 1840 to the 1890's as this is when most of the Europeans of many nations arrived and Calgary was founded. This should be a review as we have already taught about the coming of the missionaries, settlers, and NWMP. Put markers up on the time line for these events (provided.)

Explain that it was mostly men who arrived from Europe first because it was so difficult to travel and it was a hard life. Tell how some of the European men (usually Scottish or English Settlers on the prairie) were lonely and so they married First Nations Women (the early mothers were usually Wabanaki, Algonquin, Saulteaux, Cree, Ojibwe, and Menominee.) The children that were born became a new Indigenous people—Métis—because they were a joining of two very different cultures (some things they did and learned from their mothers and some things from their fathers and then they made their own place and became their own people).

Many of the first Métis men worked for the Hudson's Bay Company trapping and hunting. Many farmed as well.



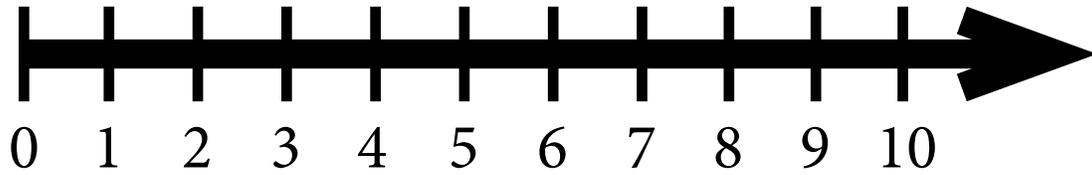
past	present
future	yesterday
↓ age 7	↑ age 8



201-2020	1930-1940	1850-1860
2000-2010	1920-1930	1840-1850
1990-2000	1910-1920	1830-1840
1980-1990	1900-1910	1820-1830
1970-1980	1890-1900	1810-1820
1960-1970	1880-1890	1800-1810
1950-1960	1870-1880	1700's
1940-1950	1860-1870	Distant Past



This arrow represents 10 years. If you are 7, then you have only lived part way through the arrow. The numbers 8, 9, and 10 represent part of your FUTURE. The numbers from zero to right before your age represents your YESTERDAYS. The number 7 represents your PRESENT.



Introductory Lessons – Time Line

Materials:

Long Ago, Yesterday and Today (YouTube) or discovery education
<https://youtu.be/3jA3VFAO4JU>

Prepared timeline along front of class or somewhere very visible in the classroom

Canada's Bison: Restoring a Legacy (Parks Canada)
<https://youtu.be/OtF9QBQGMt4>

Lesson Part 1:

1. Show the video *Long Ago, Yesterday and Today*
2. Stop the video periodically and talk about how in the past things were very different in homes and things like cooking and cleaning were a lot harder than today. If you have any real artifacts or pictures of washboards, wood stoves, etc., show and compare them to what they use at home.
3. After the video draw a box on the board. Tell the students this box represents 10 years (write '10 years' in the box). Remind them that they are almost ten years old so this box would be more than their whole life so far.
4. Draw nine more boxes on the board in a horizontal line to the left. Explain that each of these boxes is like living their life ten times over. Ten of these boxes make what we call a Century. Count the boxes by tens and find that a century is one hundred years.
5. Point at the first box you drew that represents their ten years. Tell them that if we think backwards from their lives as they first started as a baby the entire wall back through those other nine boxes and then back through another ten boxes it would make two centuries or 200 years ago. Explain that we will be talking about a special community of people called the Métis who were one of the first peoples of Canada.

Lesson Part 2:

1. Do a review of the four groups of people who were in the Calgary area first (First Nations, Missionaries, Settlers, NWMP).
2. Discuss how back 200 hundred years ago there was nothing but tall prairie grass and wild animals, and that the First Nations People who lived here first were



the only people for many hundreds of years and that is why they are called First Nations. Remind them that they used to be called Indians but that is not the name they prefer to be called.

3. Watch the bison video- stop it at 1:16 and ask students to look at the art and ask if they see any buildings, bridges, benches to sit and rest, walk ways, signs or any other man made things. Tell them that in the beginning of the First Nation's past, this is how it may have looked. Remind them that these people had no stores so everything they ate, drank, wore, used for shelter, played with or worked with had to be found or made by themselves. Many of these items came from bison.

Lesson Part 3: Time Line

Materials:

Two different colored balls of wool

1. Have two volunteers come up. Let one hold the ball of yellow (for past) and one person hold the green (for future)- leave a couple meters of yarn unwound between the two balls of wool
2. Tie a knot between the two colors of wool that joins them up. Explain that the future goes on way ahead of what we can see and the past goes way on back farther than we can see or remember. The knot is right now in the present.
3. Step closer to the yellow wool that represents the past and explain that you are going to cut the past (snip the wool). Explain that we are only going to talk about a small slice of the past and only the part that happens in our country of Canada and especially the prairies.
4. Add the wool so it follows along the time line making sure the place where you snipped the wool is at the beginning of the time line (just attach the ball at the beginning of the time line) Then put the green future so it lines up from the knot which is the present date
5. On the prepared time line, add pictures and dates of the four groups and when they appeared (dates).

First Nations at the beginning of the time line

Settlers arrived late 1700s

Missionaries 1840s

NWMP 1875

Canadian Pacific Railway 1885



Lessons 1-3

The Three Nolin Stories & Lessons

Fiddle Dancer

—

Dancing in My Bones

—

Call of the Fiddle



Lesson 1:

Materials:

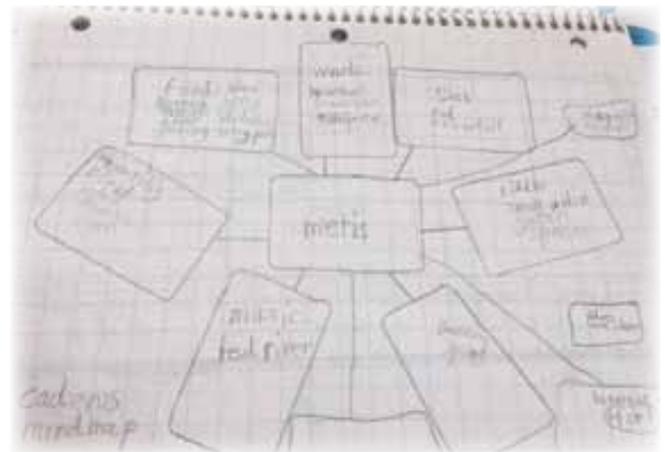
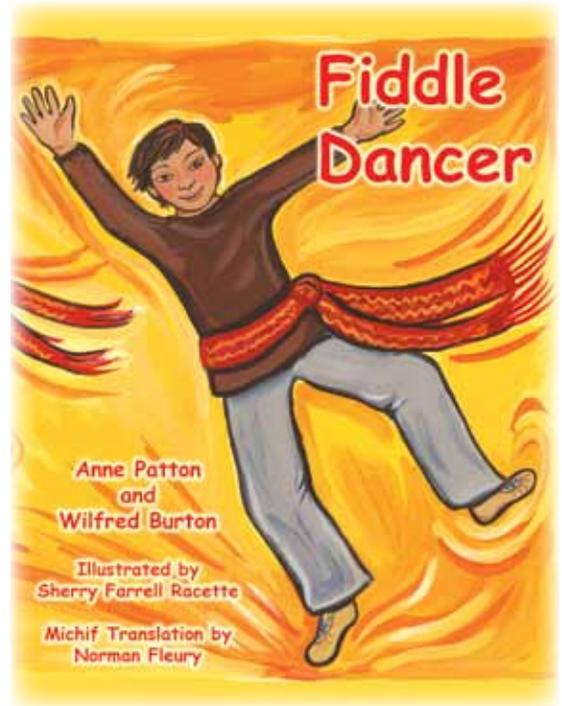
Scrapbook for each student

Domino for each child

Chart Paper with venn circles

Book and CD: *Fiddle Dancer* by Anne Patton and Wilfred Burton

1. Prepare mind map in scrapbooks- You can give each student a domino and have them trace around to make the mind map (see example) and then title some of the boxes with food, traditional clothes, music, dancing, instruments etc.
2. The mind map can be used to record learning as we go along throughout the unit.
3. Draw a large Venn diagram on chart paper to show similarities and differences between Métis and First Nations people. Draw on chart paper.
4. Prepare *Fiddle Dancer*.
5. Gather Students at carpet (with mind map already in scrapbooks).
6. Before Reading:
Show the cover of the book and discuss and predict what the story will be about. Browse through the book noting the pictures and anything curious they see. Introduce Moushoom (Grandfather) and Koohkoom (Grandmother) and jig (dance).
7. Play story (on CD) after instructing students to write things in their mind map as they hear them—stop for the first couple of items and write them together (things to write include: Red River cart, sash, flower beadwork, jigging, square dance, silk embroidery, voyageurs, bannock, etc.)



8. When the story is done, share things they found and add to scrapbooks. Listen again and fill in more information. Discuss as you move through this process.
9. Use a Venn diagram to compare First Nations (this is a unit already completed in grade two so they should be familiar with it) and the Métis. Fill it in as a group with the teacher saying one word and the students deciding where it belongs (use the lists below as a way to get started)

Note: Pictures for the Venn diagram activity are included following this lesson.

Métis:

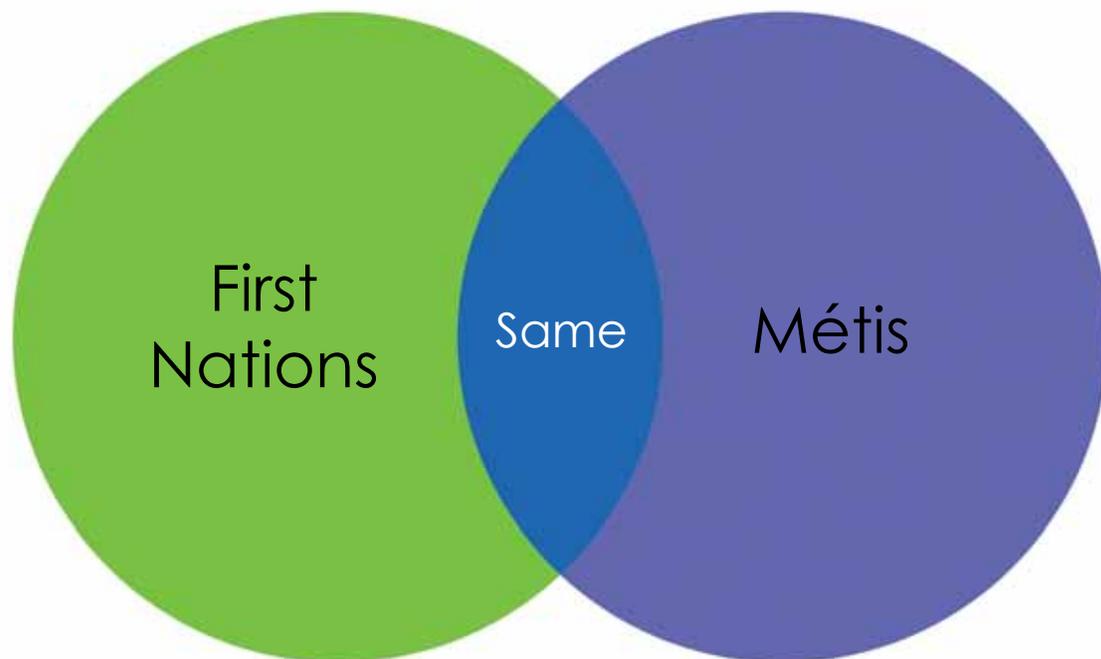
- Sash
- Métis flag
- Flower beadwork moccasins*
- Spoons
- Fiddle
- Jigger puppet
- Sewing bag
- Bison*

First Nations:

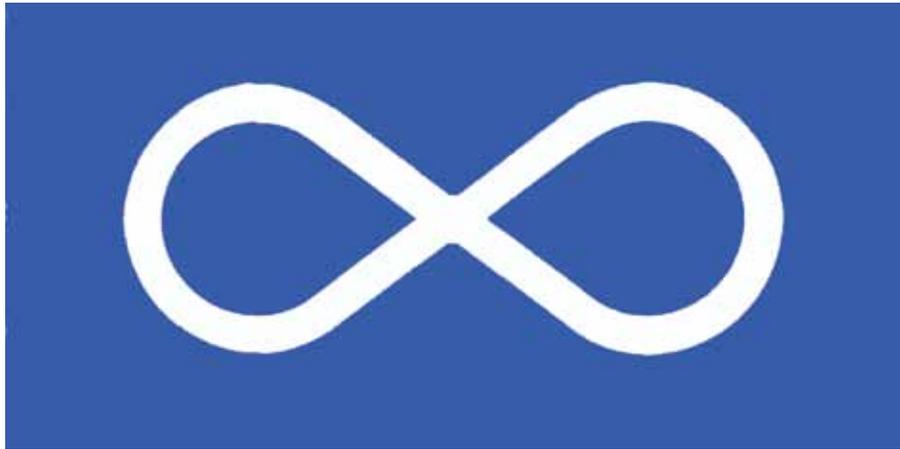
- Geometric beaded belt
- Treaty Flag
- Geometric design beaded moccasins
- Flower beadwork moccasins*
- Drum
- Pow Wow
- Pipe bag
- Bison*

Same:

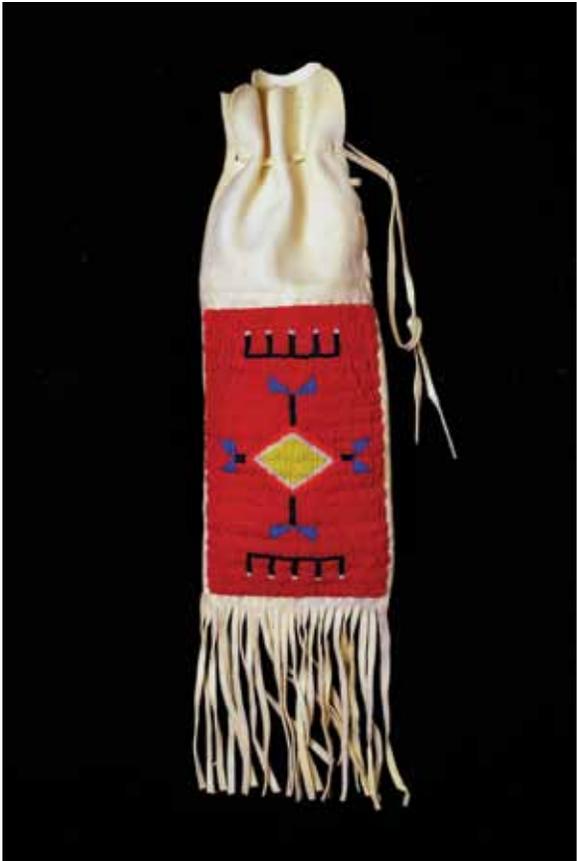
- Bison*
- Flower Beadwork moccasins*









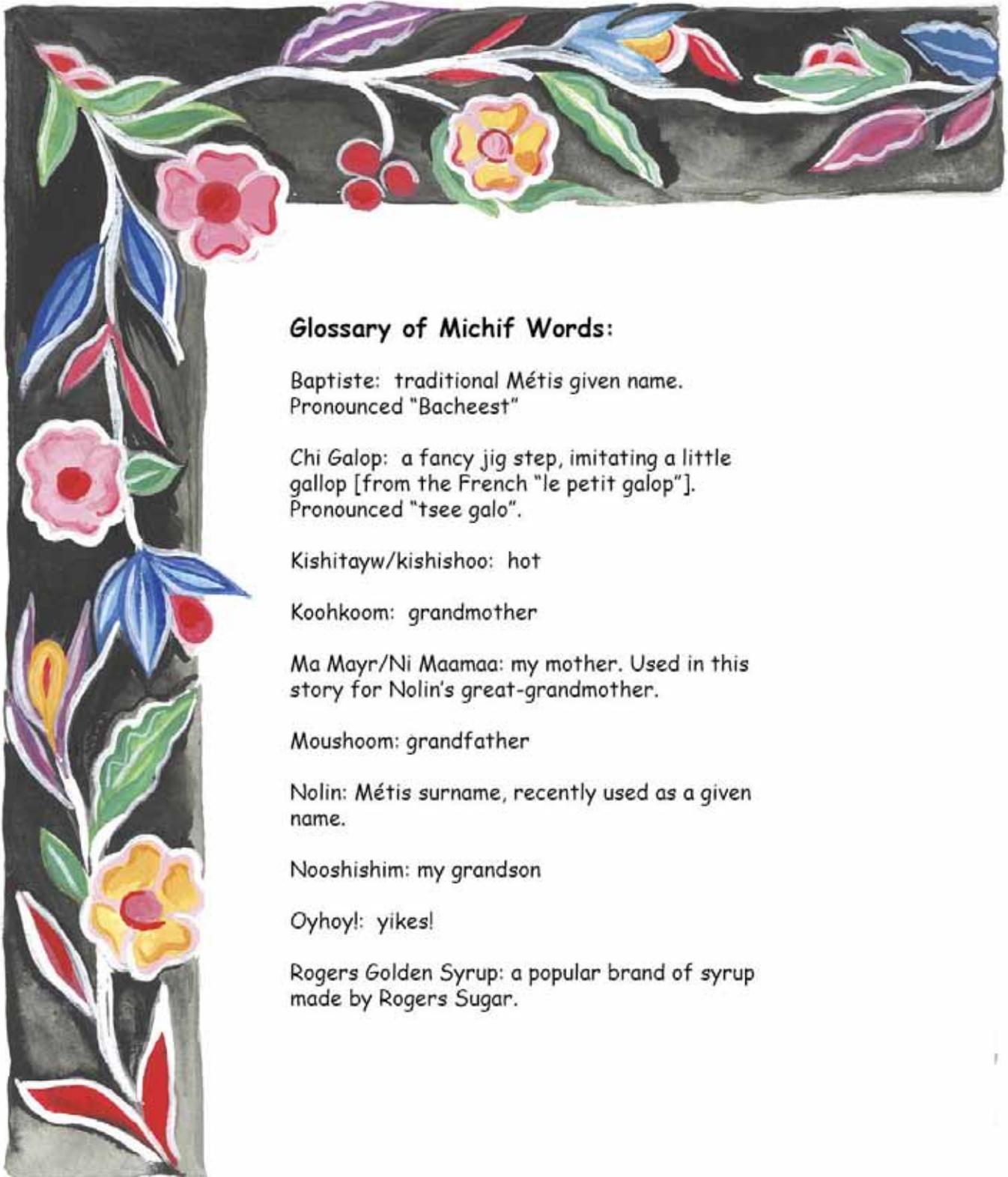


Metis Fiddle Tunes



Pow Wow Music





Glossary of Michif Words:

Baptiste: traditional Métis given name.
Pronounced "Bacheest"

Chi Galop: a fancy jig step, imitating a little gallop [from the French "le petit galop"].
Pronounced "tsee galo".

Kishitayw/kishishoo: hot

Koohkoom: grandmother

Ma Mayr/Ni Maamaa: my mother. Used in this story for Nolin's great-grandmother.

Moushoom: grandfather

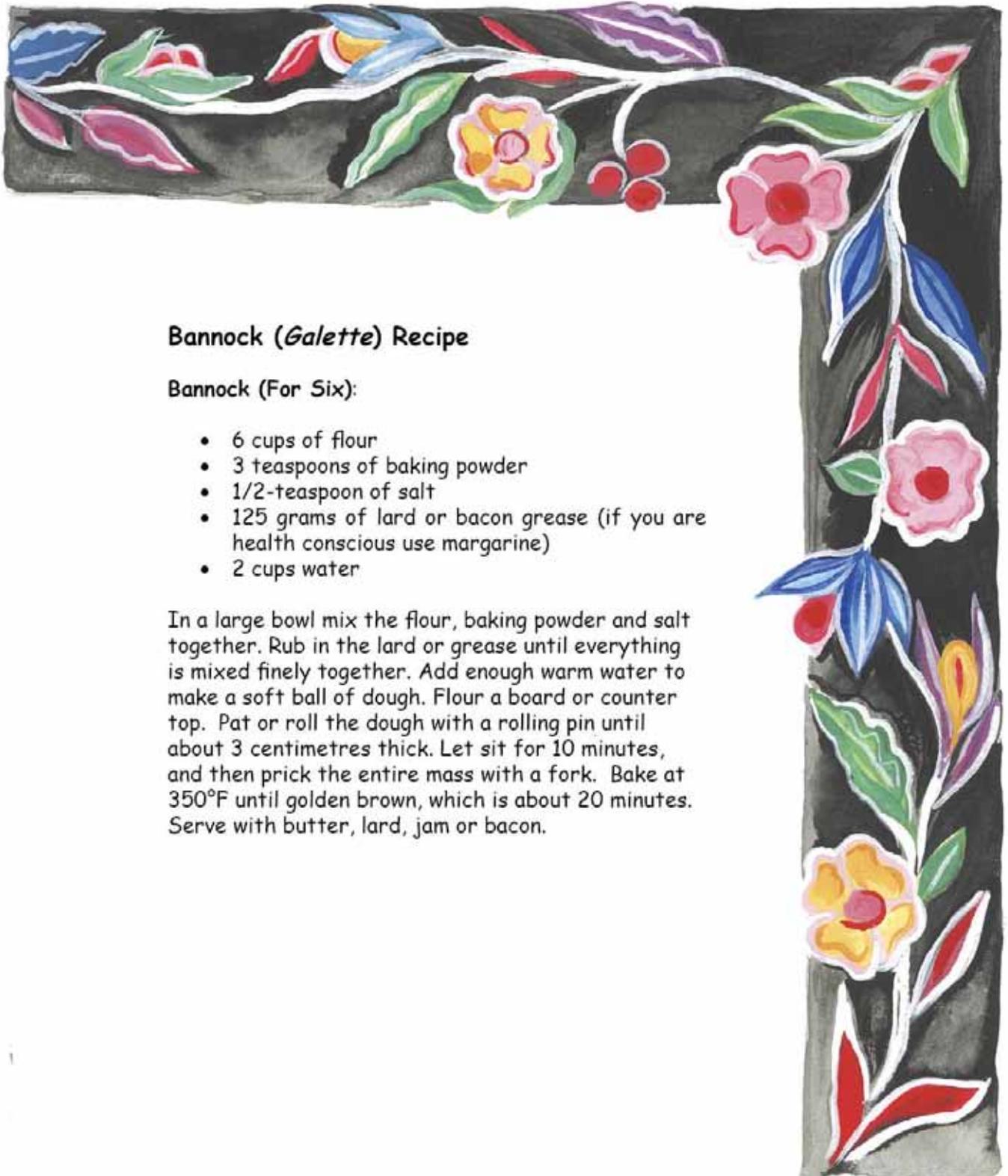
Nolin: Métis surname, recently used as a given name.

Nooshishim: my grandson

Oyhoy! yikes!

Rogers Golden Syrup: a popular brand of syrup made by Rogers Sugar.





Bannock (*Galette*) Recipe

Bannock (For Six):

- 6 cups of flour
- 3 teaspoons of baking powder
- 1/2-teaspoon of salt
- 125 grams of lard or bacon grease (if you are health conscious use margarine)
- 2 cups water

In a large bowl mix the flour, baking powder and salt together. Rub in the lard or grease until everything is mixed finely together. Add enough warm water to make a soft ball of dough. Flour a board or counter top. Pat or roll the dough with a rolling pin until about 3 centimetres thick. Let sit for 10 minutes, and then prick the entire mass with a fork. Bake at 350°F until golden brown, which is about 20 minutes. Serve with butter, lard, jam or bacon.

Lesson 2:

Materials:

Book and CD: *Dancing in My Bones* by
Wilfred Burton and Anne Patton
Color copies of pages from story
Graphic organizer

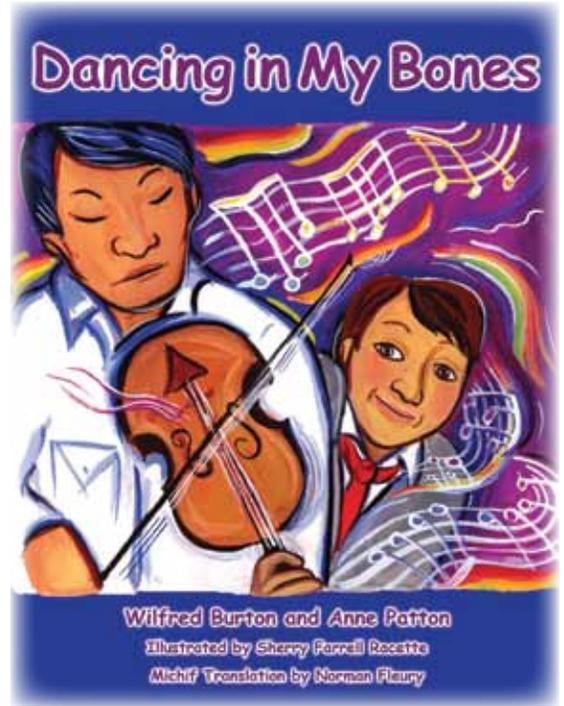
Listen to the story *Dancing in My Bones*.

1. Cut out and glue in the *Graphic Organizer for Recount*.

2. Writing into scrapbook

3. Do Before Reading:

You will need to place your students in groups ahead of time. There are 5 pictures (provided) and each group should have a different picture.



Introduce the book as the sequel to *Fiddle Dancer* with the same main characters of Nolan and Moushoom.

Browse the book. Can anyone make a connection to going somewhere with a grandparent? How do your family members greet each other? Do you have a favorite meal that you like to eat when all your family is together? Have you ever danced or played music with your family?

5. Add connections/learnings to Métis Journal in the *Graphic Organizer for Recount Writing*.



Graphic Organizer for Recount Writing

1. Setting or Introduction:

<u>Who</u>	<u>Where</u>	<u>When</u>	<u>What</u>	<u>Why</u>	<u>How</u>
------------	--------------	-------------	-------------	------------	------------

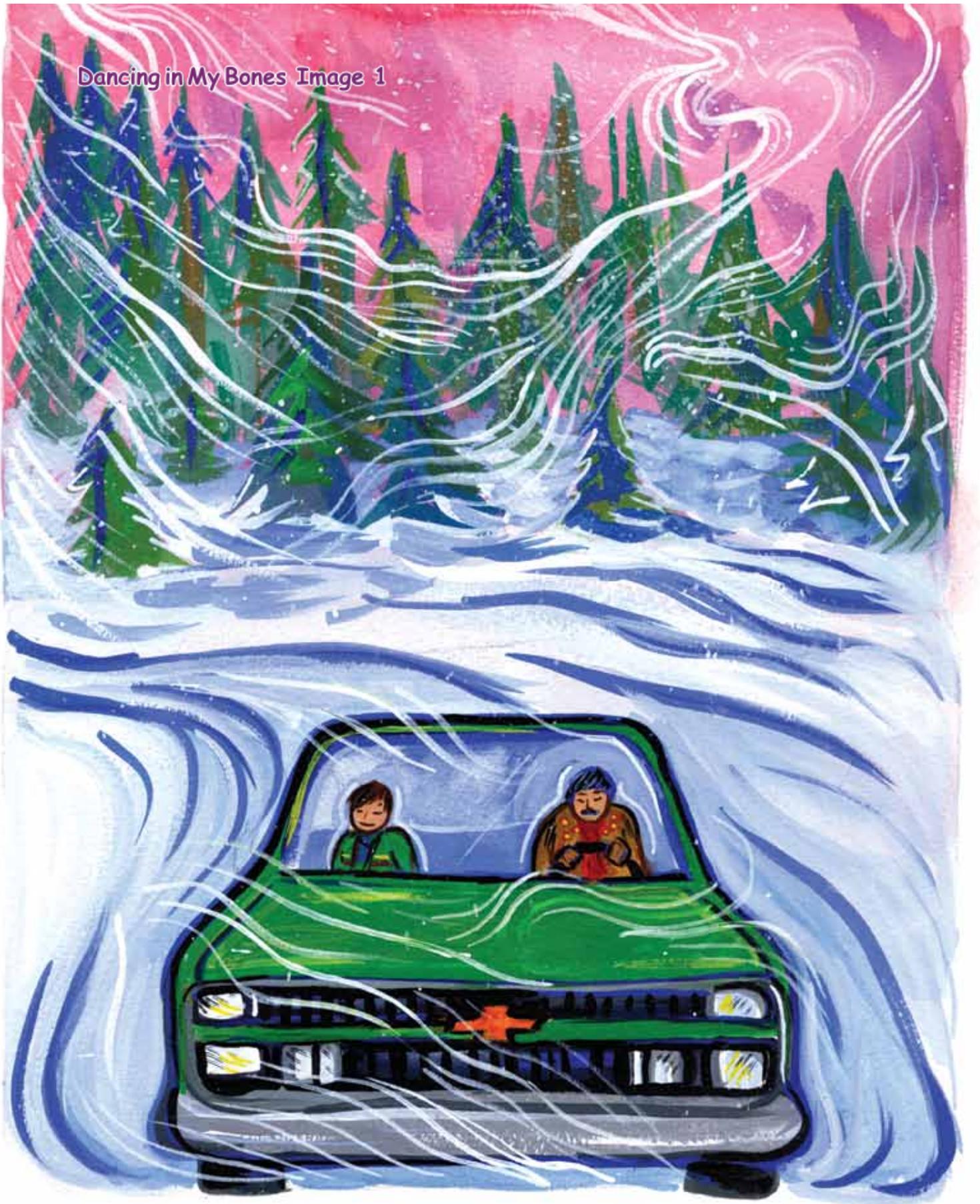
2. Events: List important events in order.

Event #1	Event #2	Event #3
----------	----------	----------

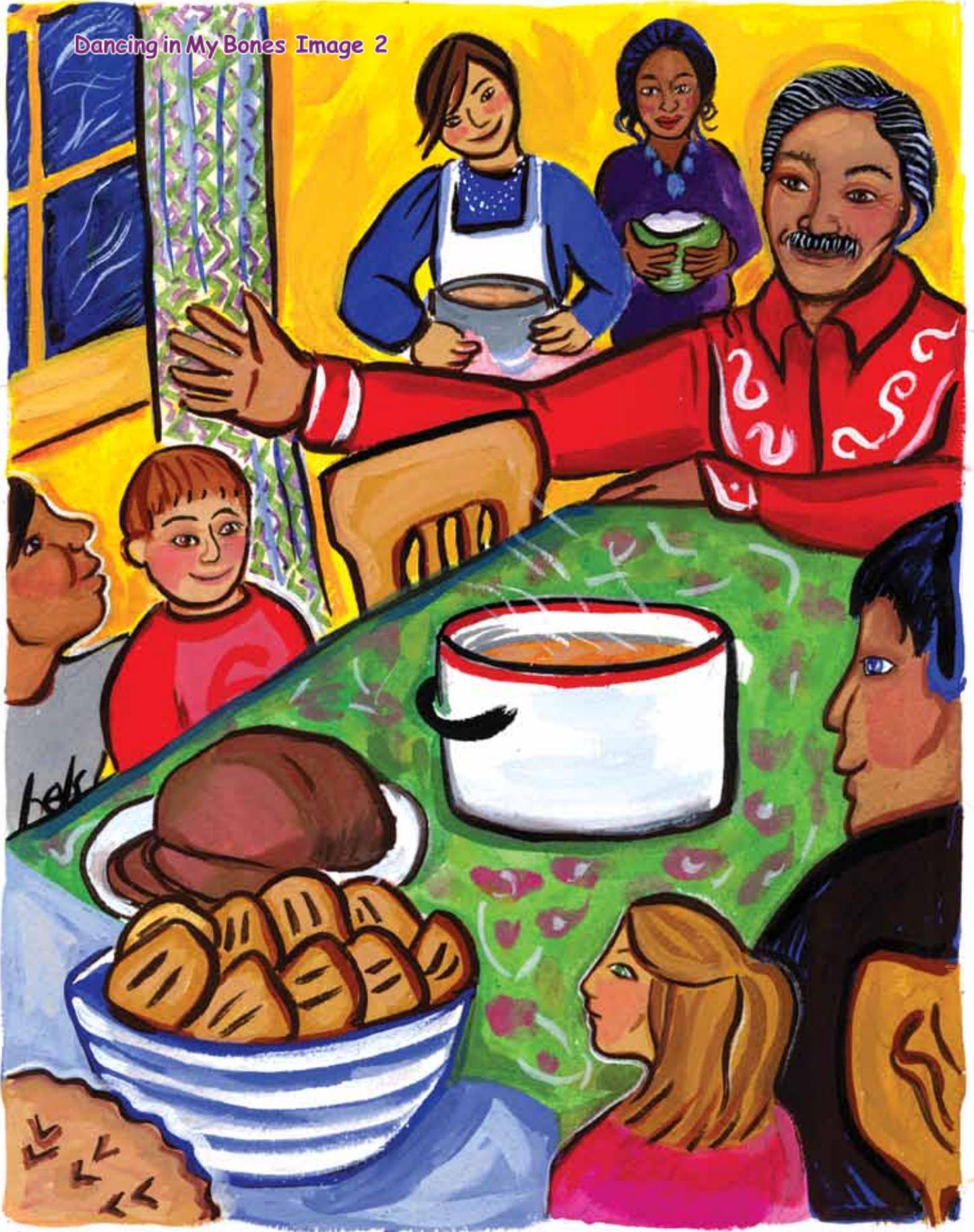
3. Concluding Statement: State an evaluative comment or significance of the event.



Dancing in My Bones Image 1



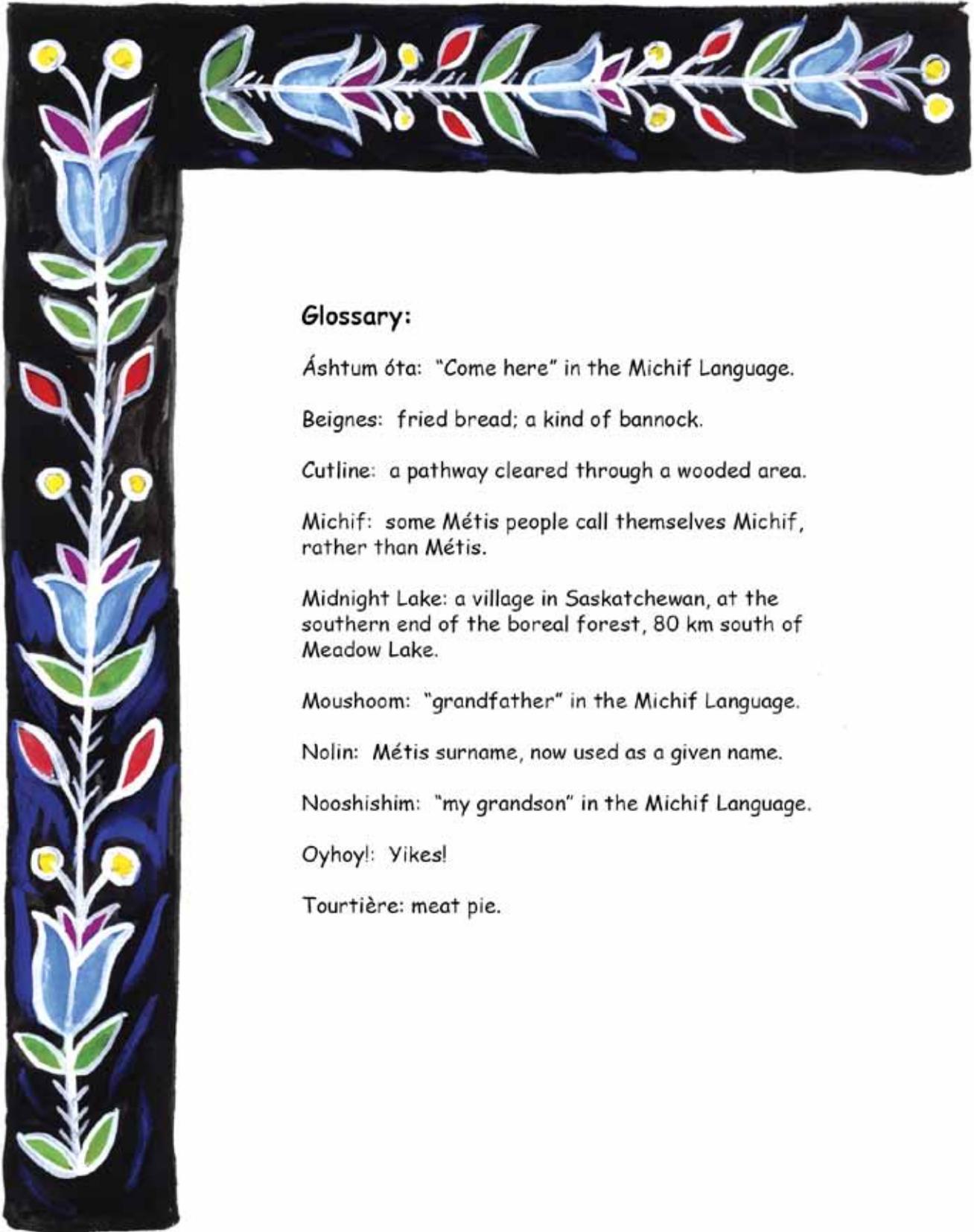
Dancing in My Bones Image 2











Glossary:

Áshtum óta: "Come here" in the Michif Language.

Beignes: fried bread; a kind of bannock.

Cutline: a pathway cleared through a wooded area.

Michif: some Métis people call themselves Michif, rather than Métis.

Midnight Lake: a village in Saskatchewan, at the southern end of the boreal forest, 80 km south of Meadow Lake.

Moushoom: "grandfather" in the Michif Language.

Nolin: Métis surname, now used as a given name.

Nooshishim: "my grandson" in the Michif Language.

Oyhoy!: Yikes!

Tourtière: meat pie.





Tourtière:

$\frac{1}{2}$ lb/ $\frac{1}{4}$ kg ground beef
 $\frac{1}{2}$ lb/ $\frac{1}{4}$ kg lean ground pork
 $\frac{4}{4}$ cup/175 ml potato water
 $\frac{4}{4}$ cup/175 ml mashed potatoes
1 onion chopped
Salt to taste
 $\frac{1}{4}$ tsp/1.25 ml each cloves and sage
 $\frac{1}{2}$ tsp/2.5 ml allspice

Dough:

$1 \frac{1}{2}$ cup/375 ml flour
4 tbsp/60 ml lard
 $\frac{3}{4}$ cup/175 ml milk
4 tbsp/60 ml baking powder
 $\frac{3}{4}$ tsp/3.75 ml salt

Add potato water to meat and onion. Cook until meat turns grey in colour. Add mashed potatoes and seasoning. Prepare dough in usual way. Line pie plate with dough. Fill with meat mixture and cover with crust. Cut slits on top of crust to let out steam. Bake at 350°F/180°C for $\frac{1}{2}$ hour or until crust is golden brown.

Recipe by Rose Fleury.



Lesson 3:

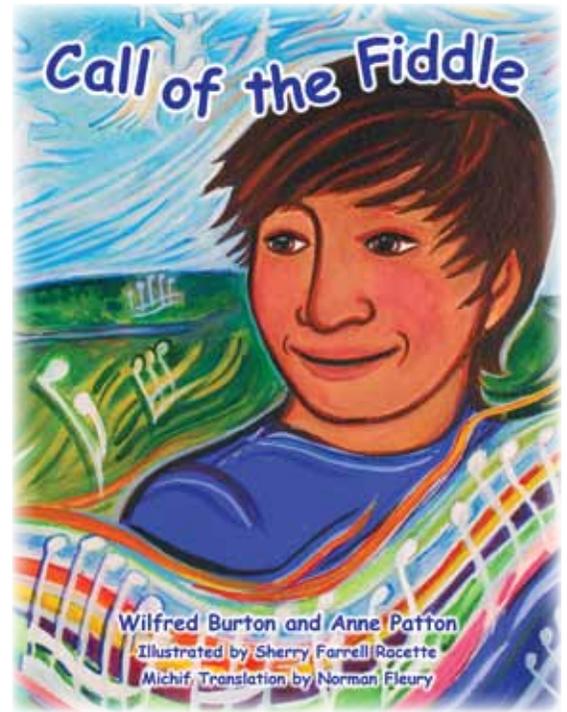
Materials:

Book and CD: *Call of the Fiddle* by Wilfred Burton and Anne Patton

Strips of paper or a page in the scrapbook to draw his or her own sash

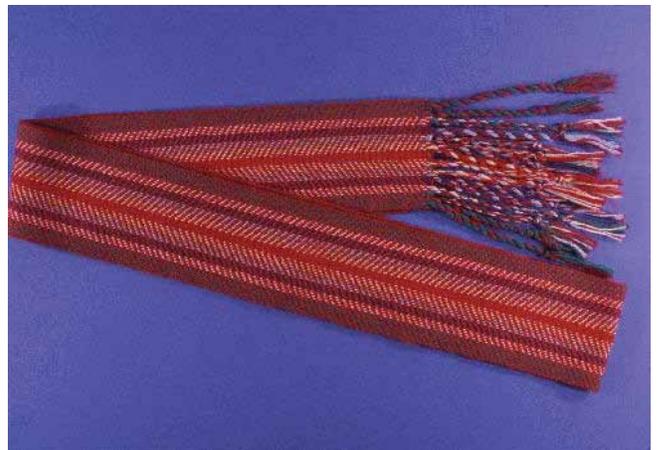
A sash to show if available

1. Do **Before Reading** activity from *Bringing Métis Children's Literature to Life*.



Before Reading:

- Using a real sash or a colour picture of a sash, share the importance of the sash to the Métis.
- Discuss the importance of colour. In this story, the sash is black, red, white, yellow, and green/blue.
- Have the students close their eyes and **visualize**. Say a colour, and then have the students turn and talk to the person next to them about the feelings and memories that colour evokes for them, and **infer** the symbolism of that colour to the Métis. E.g.: Green = "green grass and the time we went to the valley all the new leaves were coming out," etc. (The symbolism of the colours of the sash are based on the artisan's choice, drawn on their history and lived experience.)
- Compare student responses.



Bringing Métis Children's Literature to Life. Gabriel Dumont Institute.

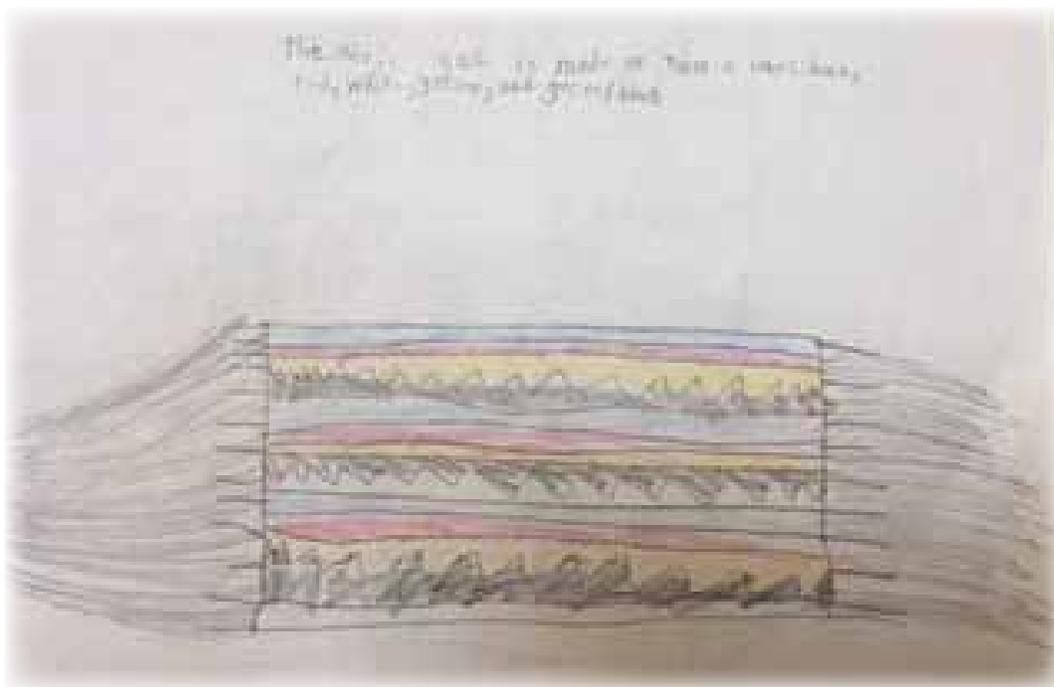


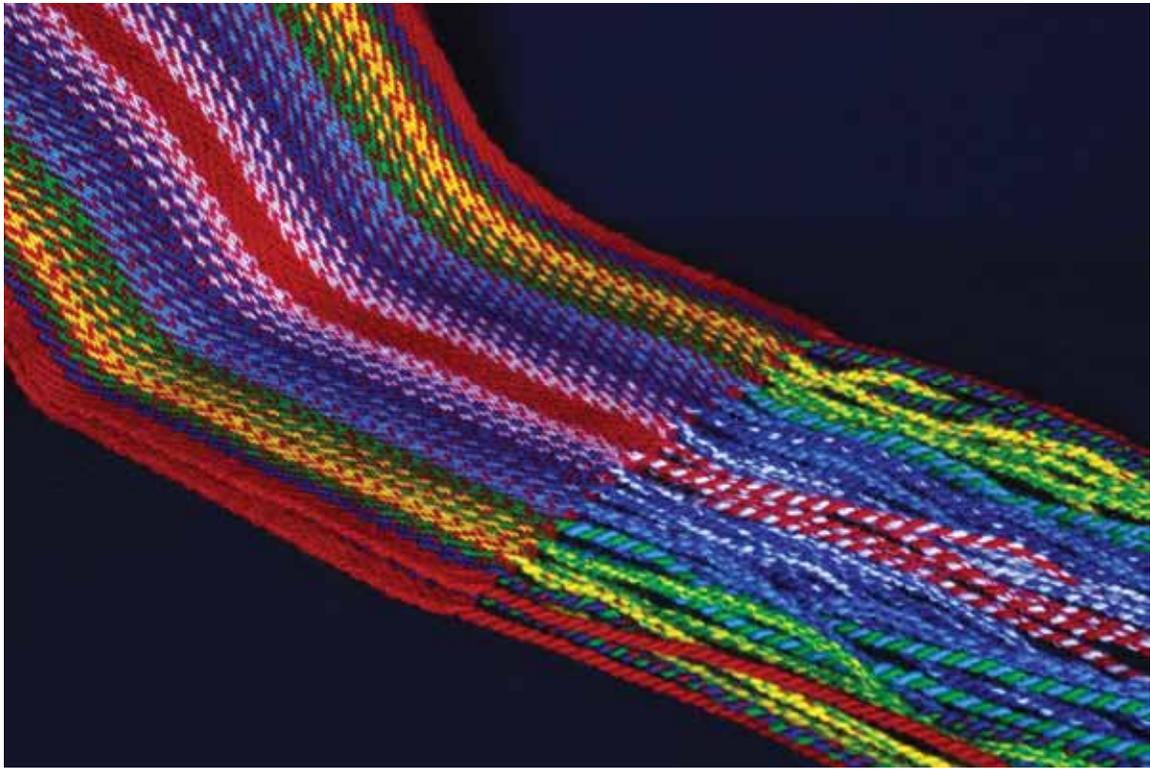
2. Listen to *Call of the Fiddle* on CD.

3. Discuss the uses for the sash:

For example: to keep coat/capote closed, towel when travelling, to carry objects like a bundle of pelts, rope for towing a canoe or to hobble a horse, telling time by knotting a fringe for each day away, catching a girl to dance with, sewing kit, tying a key to the strings, folding it in half and tying it around the waist to be a pocket etc. Note that the sash can represent weaving cultures together or family connections among the Métis.

4. Draw and design your own Métis sash. Use strips of paper or a page in the scrapbook to draw their own sash. Make sure it follows a pattern. There are different sashes but the traditional Louis Riel sash is probably the most well known among prairie Métis. Different sash patterns and colours are based on the artist's choice and lived experiences.





Gabriel Dumont Institute Collection.



Gabriel Dumont Institute Collection.





Glossary:

Back to Batoche Days: a gathering held every year to celebrate Métis culture and history.

Batoche: a Métis settlement in central Saskatchewan. It is a national historic site now. Just to the northeast of the historic site is a field where *Back to Batoche Days* are celebrated each July.

"Danse du Crochet": a contra dance replicating the hooking or weaving of a sash. It is danced to "Drops of Brandy."

Koohkoom: grandmother.

Moushoom: grandfather.

Nooshishim: my grandson.

Procession: a solemn march. Each year at *Back to Batoche Days*, the Sunday congregation walks from the site to the historic cemetery to commemorate those who died in the 1885 Resistance.

"Rabbit Dance": a contra dance similar to the "Danse du Crochet."

"Red River Jig": a dance made up of two parts. The resting step, and fancy jig steps such as the "front cross," "bunny step," "Chi Galop," "Heel/toe," and the "Inside kick."

Shooshkwaepinikae: Michif for "show your steps" or "dance hard."

Voyageurs: teams of men who freighted goods and furs across Canada's waterways. The Métis filled that role for many years during the fur trade.

Wanishka: Michif for "get up."

Waltz: a slow dance done with a partner.



Lessons 4-7

Battle of Batoche

—

The Giving Tree

(A Retelling of a Traditional Métis Story)

—

Red River Cart Wheel Teachings

—

Métis Flag

(*Ishpow Daan Li Syel* Reader)



Lesson 4:

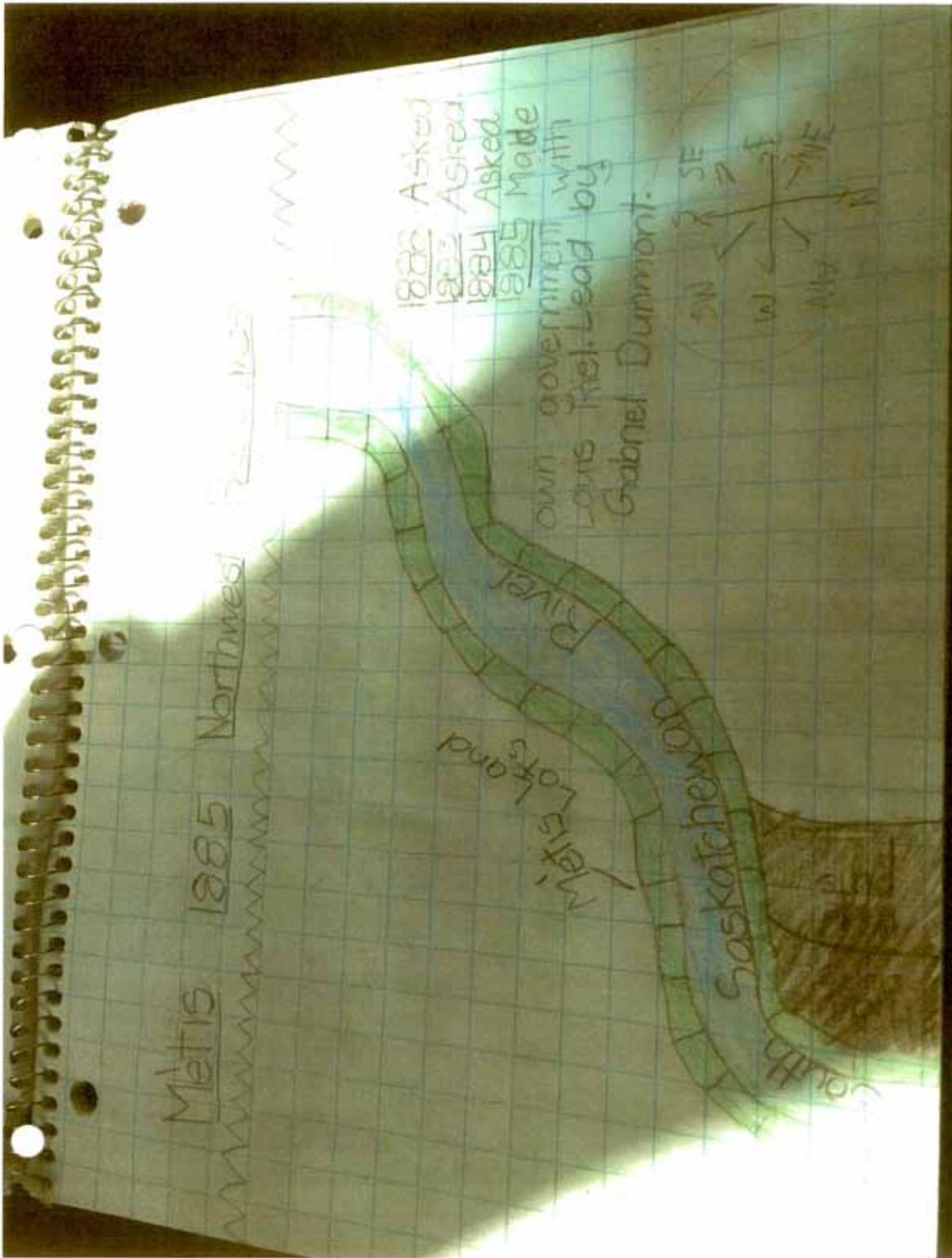
Materials:

Scrapbooks

Timeline (this should be available for students to see and so that you can add events as you learn about them)

1. Introduce the problem that arose between the Métis and the government of Canada
2. Draw and explain as the lesson progresses
3. Main points to cover:
 - Battle of Batoche May 9-12, 1885
 - 250 Métis and First Nations fought at Batoche against General Middleton (Government of Canada)
 - The Métis were out numbered four to one
 - The fighting went on for four days
 - Towards the end of the four days the badly outnumbered Métis were shooting nails and used bullets at the soldiers
 - The women and children hid in cold caves they built along the riverbank
 - At the end of the four days of fighting the Métis lost the battle and had their rights to the land taken away
4. Draw the South Saskatchewan River and add lots along the river. Label the page, Métis 1885 Northwest Resistance. Add bullet notes:
 - a. 1882 Métis asked the Government for their land rights
 - b. 1883 Métis asked the Government again for their land rights
 - c. 1884 Métis asked a third time to have their land rights but the government denied them
 - d. 1885 Métis asked Louis Riel to become their leader so they could form their own government
 - e. 1885 Louis Riel gathered the Métis people together and with Gabriel Dumont in charge of the fighting they began the resistance





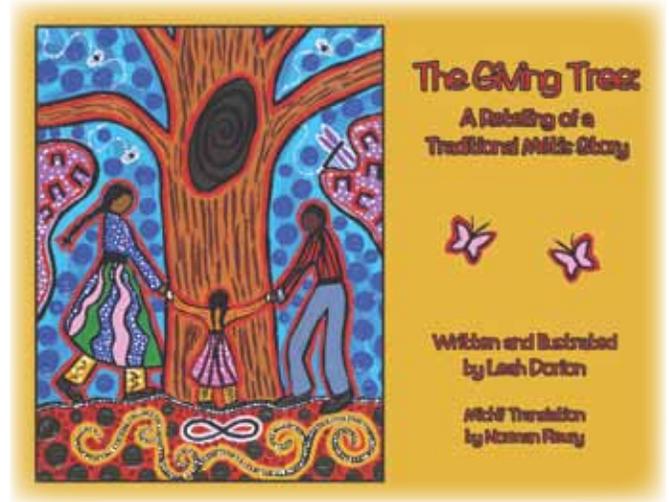
An example of student work, however, Métis river lots were narrow and long so that everyone had access to the river on their land.

Lesson 5:

Materials:

Book and CD: *The Giving Tree*

Two copies of organizer (What Makes a Good Person/What Makes Not such a Good Person)



What makes a good person?	What makes not such a good person?

Bringing Métis Children's Literature to Life. Gabriel Dumont Institute.

1. Cut out and glue in both copies of the organizer “What Makes a Good Person/ What makes a not so good person” into scrapbook each on a different page. On the first one title it (student name)’s Beliefs and on the second one title it Métis Beliefs.
2. Introduce story as a Métis story that Moushoom (Grandpa) remembers from his childhood. Tell the students that we will learn some of the things that Métis people feel are important in order to be a good person.
3. We all want to be good people. What do you believe makes a good person? What makes a not so good person? Have a good discussion about this and then send them back to their desks to fill in the first organizer with their personal beliefs of what makes a good person and a not so good person.
4. Do a picture walk of story.

Before Reading: Ask some probing questions to [make predictions](#) while doing a picture walk of the book, *The Giving Tree*, such as: Why is the tree called the “Giving Tree”? This story took place a long time ago, what is different now?

Bringing Métis Children’s Literature to Life. Gabriel Dumont Institute.

5. Read the story and stop at key points to identify the virtue/value being displayed (sharing work, helping others, honesty, respect etc.)
6. Discuss the values/virtues that were important to the author/Métis.
7. Fill in the second graphic organizer with the Métis values.



Lesson 6:

Materials:

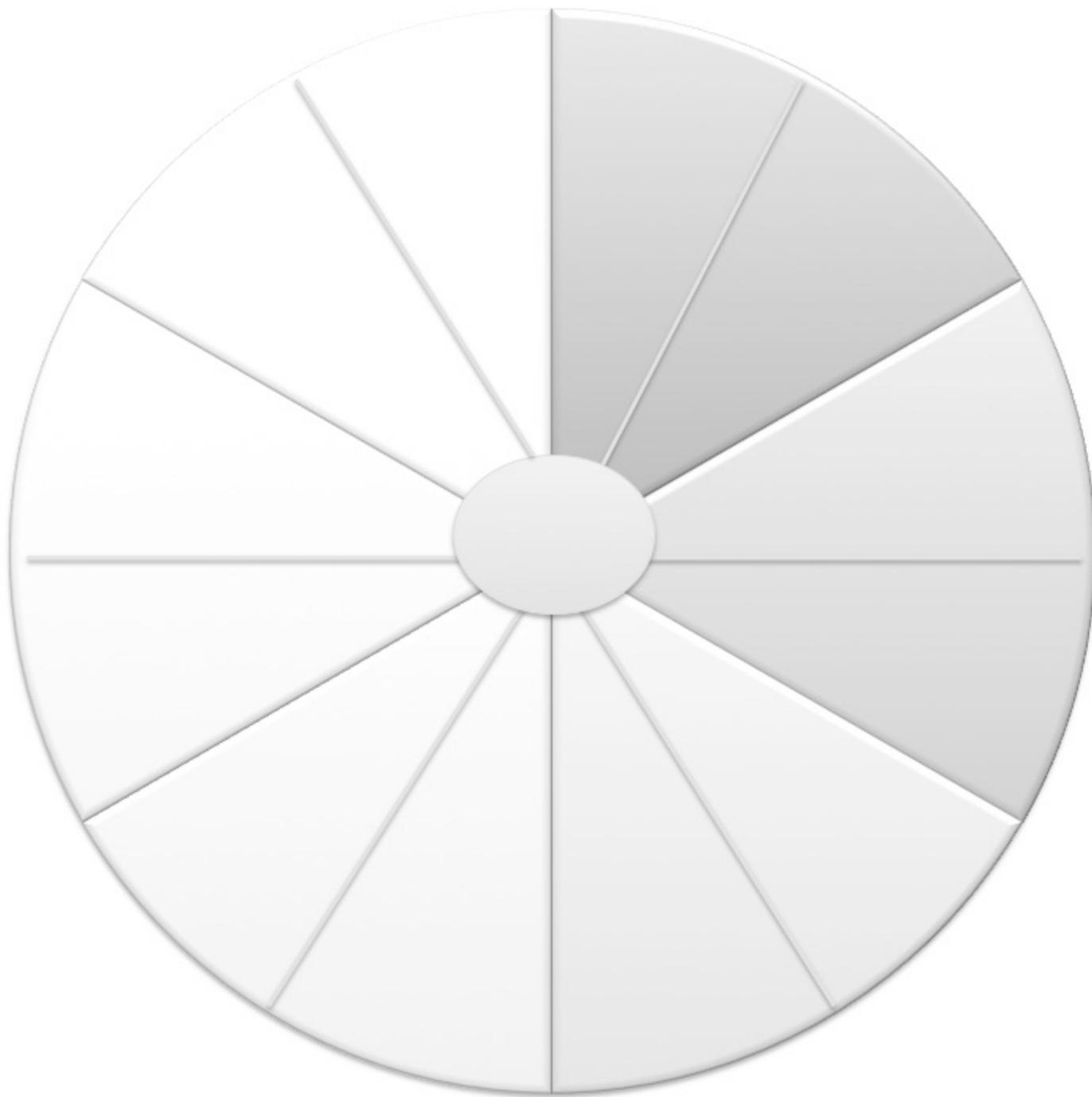
Poster of Red River cart wheel teachings from *The Giving Tree*
Scrapbooks

1. Show the poster of the RRCWT and discuss where in the story we can see these values or important beliefs of the Métis. Discuss what the different values mean, especially ones like tolerance that may be unfamiliar to the children.
2. Let the students draw the wheel in their books and label the pie sections. Encourage them to discuss whether they have some of the same values.
3. Optional Activity: Give the students a copy of the blackline wheel and let them draw their own symbols to remind them of the character traits that the Métis wheel shows or have them draw their own wheel of important character traits.





Optional Activity for Lesson 6: Draw your own symbols to remind you of the character traits



Blackline by Heather Doraty for Who Are the Metis?



Lesson 7:

Materials:

Picture of Métis flag

Sample of infinity symbol

Ishpow Daan Li Syel Reader



1. Show the students the Métis Flag.
2. Point out the infinity symbol. Relate it to the symbol that is on the Canada flag—the maple leaf.
3. Ask what if they have ever seen this symbol before.
4. Explain that the Métis infinity flag is the oldest flag to have originated in Canada. It represents the Sacred Law of Harmony and Balance. It is flown by the Métis to remind them of their responsibility to look at the past, present and future and to find the balance between the First Nations and European ancestors and the two cultures that helped to form who they are.



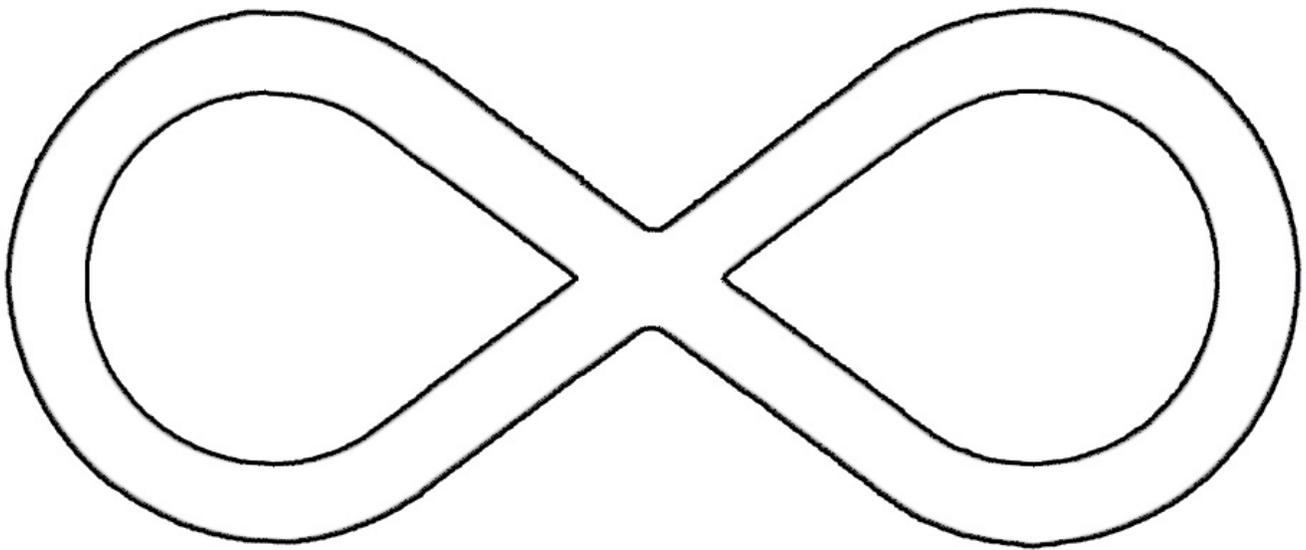
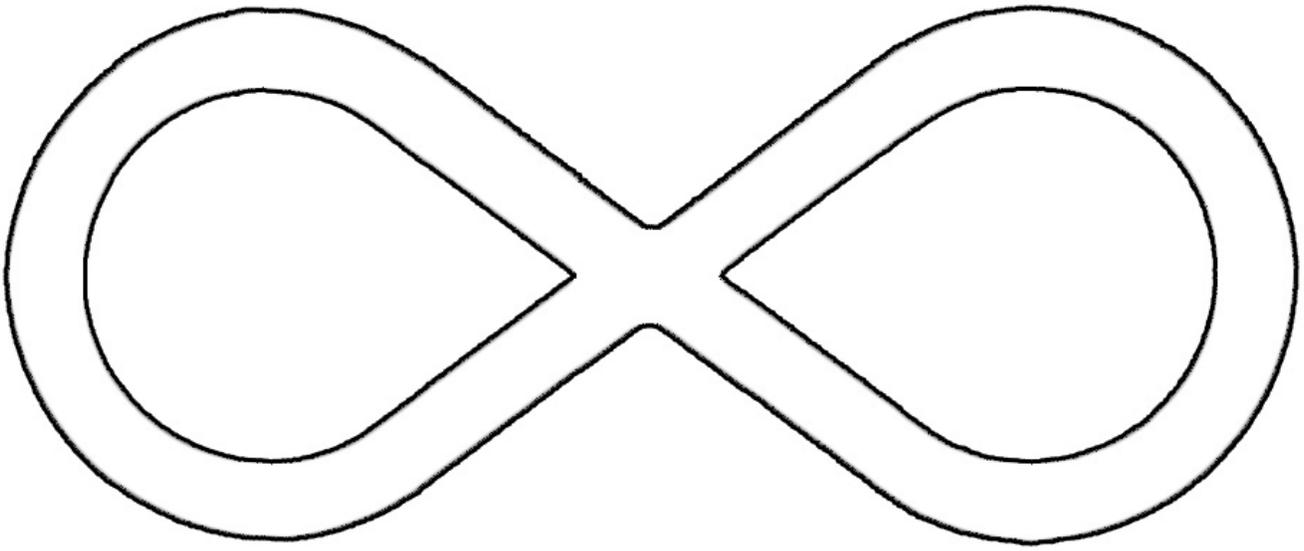
5. For many generations the Métis have used a three-fold decision making approach. It involved looking at the past to see what happened before, looking at the present to see what issues need to be addressed and then think about how the decisions we make will impact the future as far ahead as seven generations. Métis people believe this will help them live a balanced life.

6. Have students draw the flag and color it in their scrapbooks and then write a paragraph explaining what they understood about the Métis flag and what it means to the Métis People

7. Have students list meanings below flag:

- a. Infinity sign – let the Métis nation continue on strong forever
- b. Sacred Law of Harmony and Balance – a reminder of this law
- c. Responsible to look at past, present, and future
- d. A joining of two nations (First Nations and European) to make the Métis nation





Lessons 8-13

Relatives with Roots

—

Diamond Willow Walking Stick

—

Better that Way (DVD)

—

The Story of the Rabbit Dance (DVD)

—

The Flower Beadwork People



Lesson 8:

Materials:

Book and CD: *Relatives With Roots*

Poster of Traditional Métis Learning Philosophy
(back of book)

Scrapbook

Medicines to Help Us posters

Ball of Yellow Wool

Ball of Green Wool

Pictures of Plants and Animals

1. This is a story of Métis Women's connection to the land and how the land gives medicines that help to heal.

2. Before reading have students cut and glue in the organizer



Before Reading (T or F)	Relatives with Roots	After Reading (T or F)
	1. Medicines can be picked in the bush.	
	2. Birch sap comes from a poplar tree.	
	3. Kinnikinnick is traditional tobacco.	
	4. Rose hips give you an itchy bum.	
	5. Muskeg Tea is made from rose hips.	

Bringing Métis Children's Literature to Life. Gabriel Dumont Institute.

3. Have students predict what they think is true or false under the column Before Reading.

4. Listen to the book on CD.

5. Discuss what was true and false. How close were their predictions?



6. In the story it talks about connections. Give students pictures or word cards with animals and plants. Have one student start with a ball of wool and roll it to another student after they tell how their animal or plant is connected to the one to who they are rolling the ball. They must hang on to the end and should have a web when everyone is done.

7. Quiz (Following page)

8. Show the Medicines to Help Us posters (if available) and see if they recognize any of the plants. What else do they notice?



Name: _____ Date: _____

Quiz for Relatives With Roots

Circle true or false.

1. Medicines can be picked in the bush.

TRUE FALSE

2. Birch Sap comes from a Poplar tree.

TRUE FALSE

3. Kinnikinnick is traditional tobacco.

TRUE FALSE

4. Rose Hips give you an itchy bum.

TRUE FALSE

5. Muskeg tea is made from Rose Hips.

TRUE FALSE



Lesson 9:

Materials:

Book and CD: *Diamond Willow Walking Stick*
Scrapbook

1. Introduce the cover of the book and look at the title. Who thinks they know what a walking stick is? Why does it say Diamond Willow? What predictions can you make about this story?

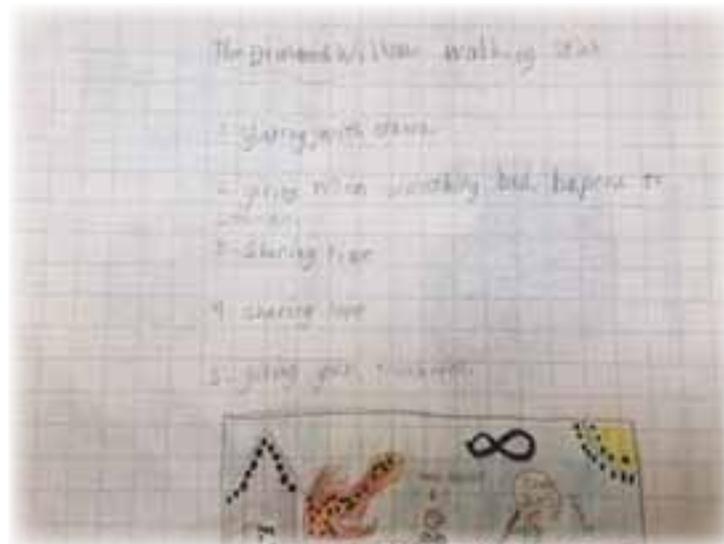
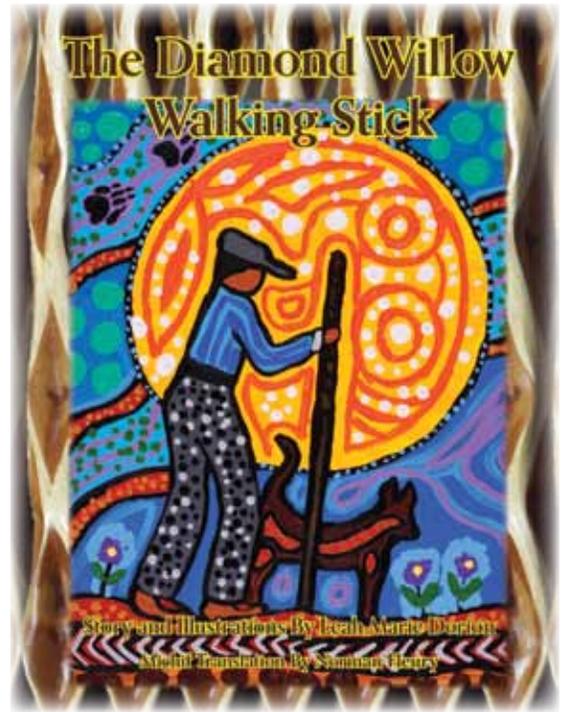
2. Listen to the story.

3. Discuss and make notes on what the story is trying to tell us.

Example:

- a. Sharing with others
- b. Giving when something bad happens to someone
- c. Sharing time
- d. Sharing love
- e. Giving your treasures
- f. What goes around comes around

4. Draw a picture from the story and write a caption that explains the picture (be sure to label).



the diamond willow walking stick

- a. sharing with others
- b. giving when something bad happens to you
- c. sharing time
- d. sharing love
- e. giving you a better life
- f. what goes around comes around

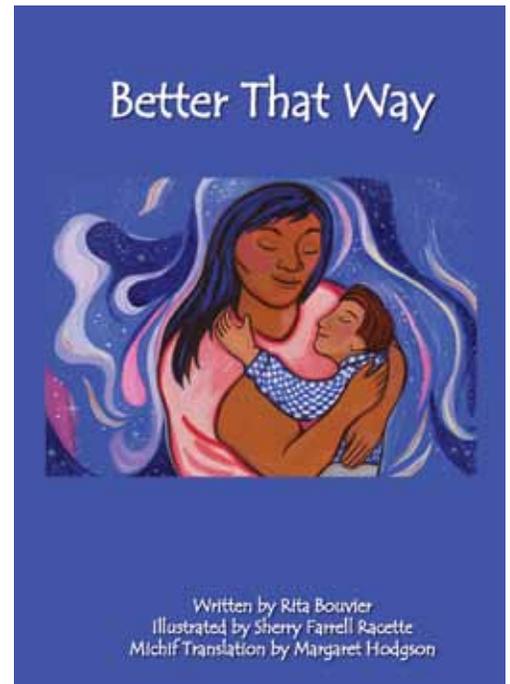


Lesson 10: (Optional)

Materials:

DVD: *Better That Way*

1. This one is optional- if you do it be sure to discuss how ordinary things can become the best memories (share a fun memory from your childhood).
2. Have the students orally share a memory that they have.
3. Have the students go home and see if their parents/guardians have a childhood memory to share with them.
4. Have the students write about their memory and/or their parents'/guardian's memory in their journals.



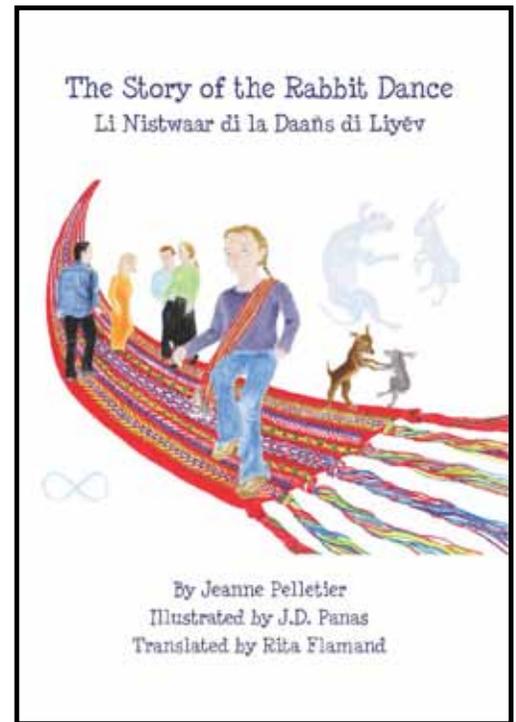
Lesson 11: (Optional)

Materials:

DVD: *The Story of the Rabbit Dance*

1. This is a fun story of how the Métis Rabbit Dance supposedly got invented.
2. Do the Rabbit Dance with the students if you are brave (taken from page 37 of *Bringing Métis Children's Literature to Life*).

1. Form two lines—rabbits on one side and puppies on the other.
2. Lead couple faces each other and holds hands with wrists in crossed.
3. Lead couple side gallops down the centre and back again. The others stay in line position facing each other.
4. The lead couple elbow swing.
5. The lead puppy releases the lead rabbit and chases the lead rabbit (using side-step) down the middle, around the puppies, down the middle and around the rabbits making a figure 8.
6. The lead puppy tags the lead rabbit on the shoulder.
7. The lead couple join hands and go to the end of the line. The next couple become the lead couple.
8. Repeat steps 1-7.
9. The dance is repeated until all couples have had a turn being the puppy and the rabbit.



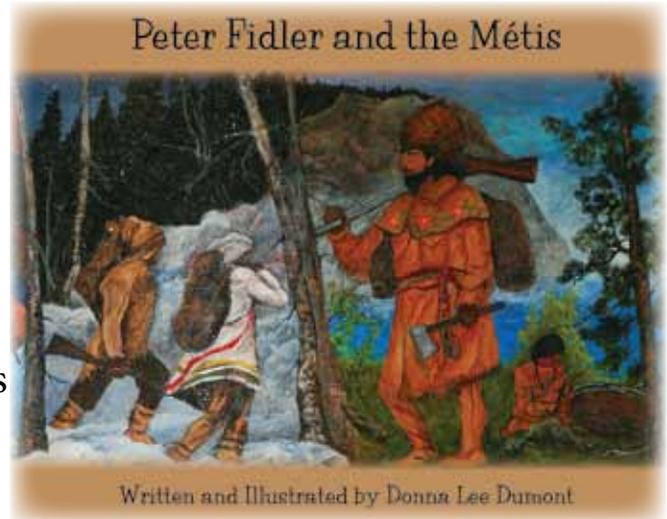
Lesson 12: (Optional)

Materials:

Peter Fidler and the Métis

1. This story is advanced so I just did a picture walk and talked about what was in the pictures and related it back to prior things we had learned. It was great for pointing out things like the birch bark canoes, the Hudson Bay blankets, the flower beadwork clothes, important plants etc.

2. Then I let them listen to the book on tape because they wanted to but it was a little over their heads so I think giving them a page in their scrapbooks to draw something from the story while they listen would be a good idea.



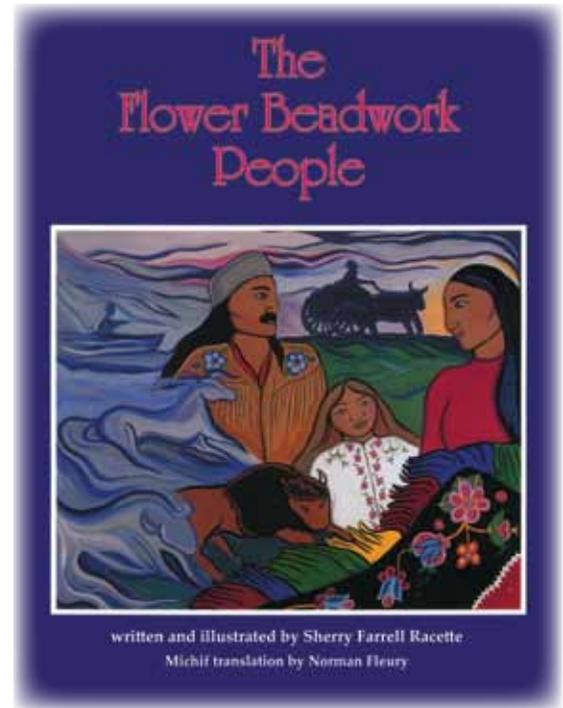
Lesson 13:

Materials:

Book: *The Flower Beadwork People*

Medicines to Help Us

1. Explain that the Métis People are often called the Flower Beadwork People. In this story we will find out why.
2. It is important to review the things we have talked about like past/present. Stop at the end of each page and discuss the pictures and the words before moving on to the next page.



This is a very good review with some nice added information—don't skip it.

3. Medicines to Help Us
 - a. Point out the flower beadwork design on the poster pages
4. Show the students how to make some simple flower designs then have them design a jacket or other piece of clothing with flower beadwork in their scrapbooks (plus colour).

Additional Activity: Braiding Beautiful Bracelets

https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ-ACH/STAGING/texte-text/nIPD_activity_guide_2018_1528380426091_eng.pdf (Page 21)



Lessons 14-15

The Métis Alphabet Book

—

My First Métis Lobstick



Lesson 14:

Materials:

The Métis Alphabet Book (or study prints)

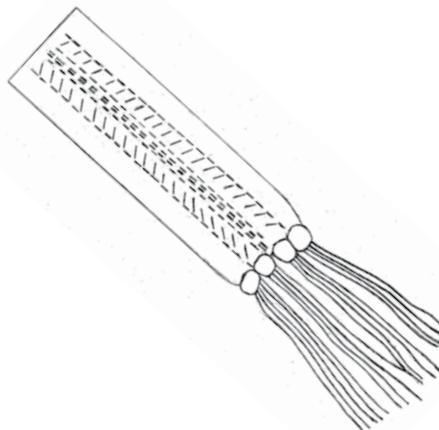
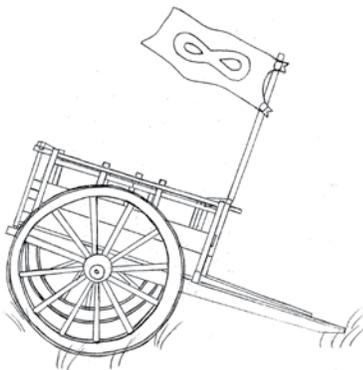
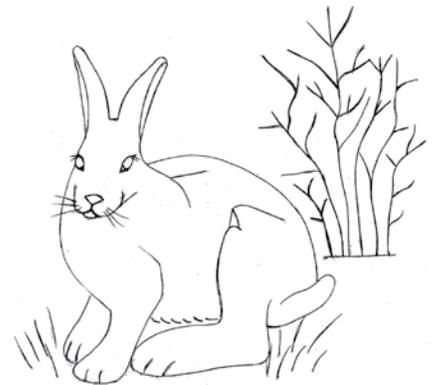
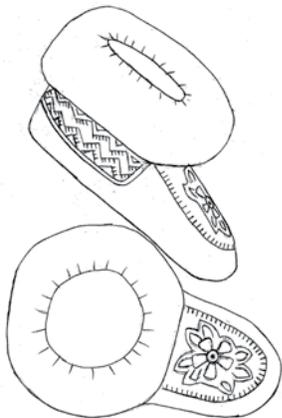
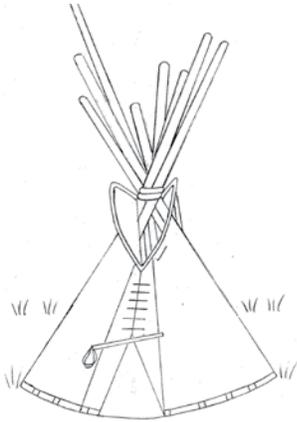
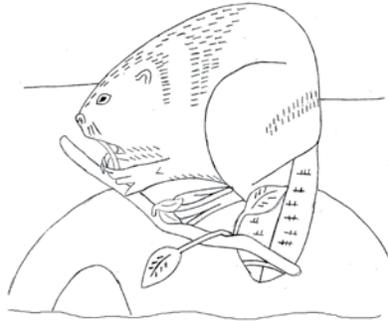
Picture Grid

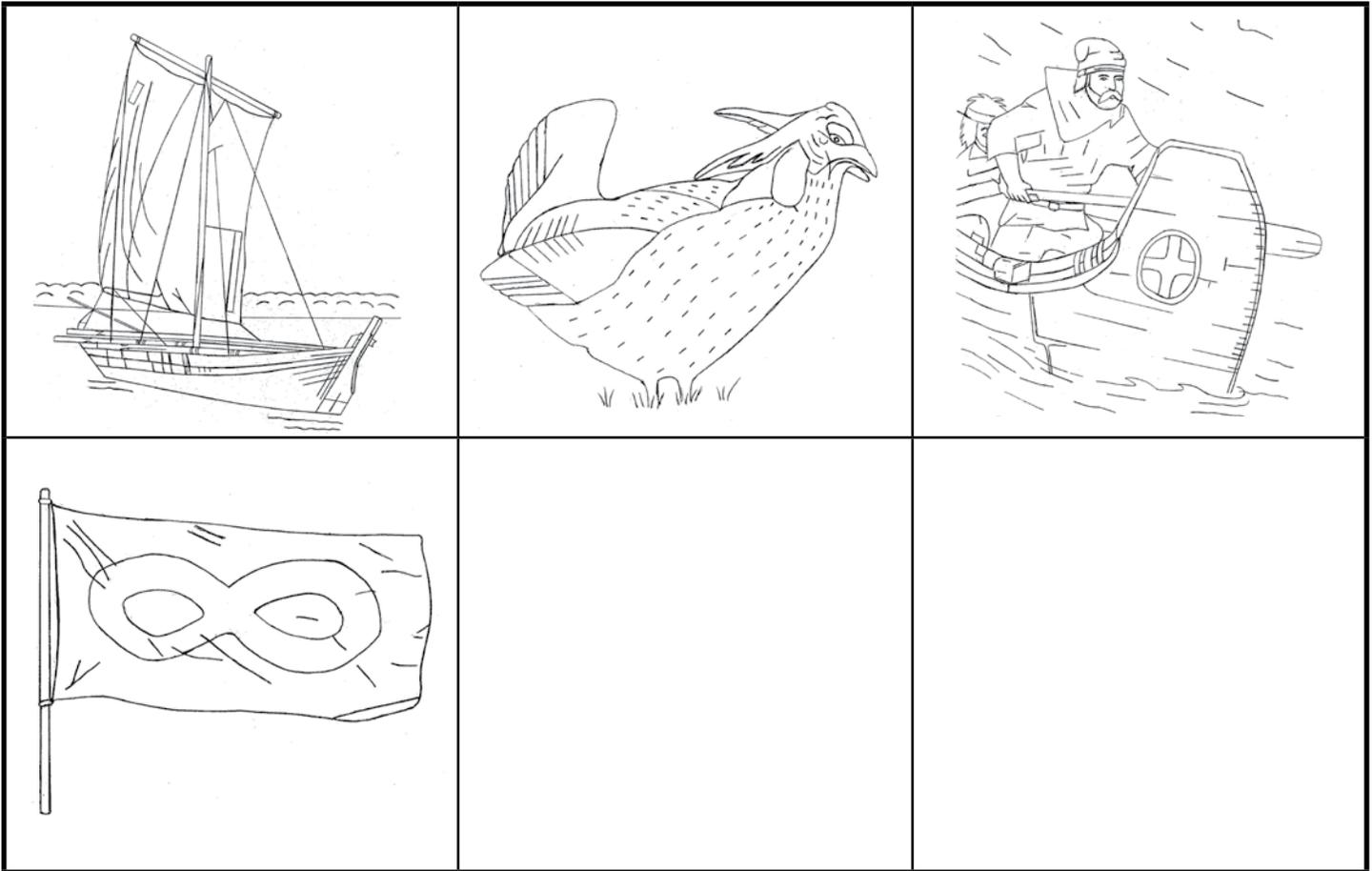
Squares for drawing pictures

Word squares

1. This is an alphabet book that uses Métis people, events, etc.
2. Read through all the cards and review what we already know and what is new.
3. Display the cards on the white board so they are in order and can be seen by the students.
4. Give out the black line words and have students glue them in order in their scrapbooks.
5. Tell the students they can either use the blackline pictures or draw their own pictures (have the small squares ready) but it must be Métis connected so that they have their own Métis Alphabet Book.







Illustrations by Brenda Percell.

For full page versions, visit:

https://www.mnbc.ca/app/webroot/uploads/Education/Colour_Me_Metis.pdf

Picture Key:

- Capote / Beaver / Fiddle
- Tipi / Bison / Gabriel Dumont
- Moccasins / Louis Riel / Rabbit
- Red River Cart / Sash / Wolves
- York Boat / Prairie Chicken / Voyageur
- Métis Flag or Infinity Symbol



A=Aboriginal	B=Beadwork	C=Capote
D=Dumont	E=Elders	F=Fiddle
G=Gauntlets	H=Hunt	I=Infinity flag
J=Jig	K=Kohkum	L=Louis Riel
M=Michif	N=New Nation	O=Oxen
P=Pemmican	Q=Quillwork	R=Red River Cart
S=Sash	T=Trapper	U=Unique
V=Voyageur	W=Weavers	X=Xavier
Y=York Boat	Z=Zest	

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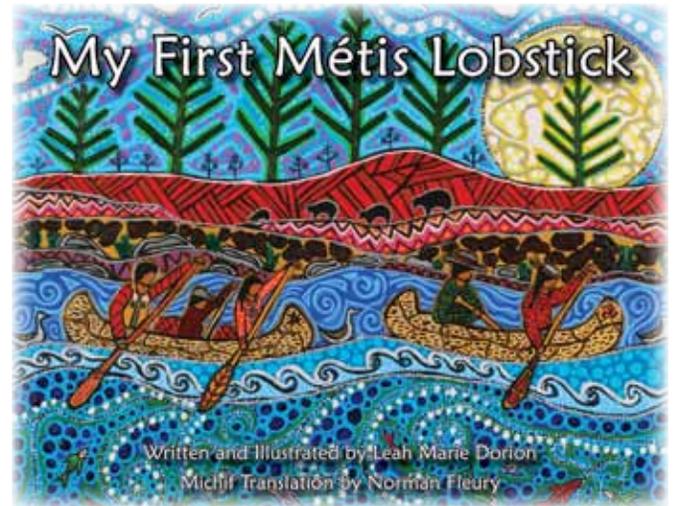
Lesson 15:

Materials:

Book and CD: *My First Métis Lobstick*

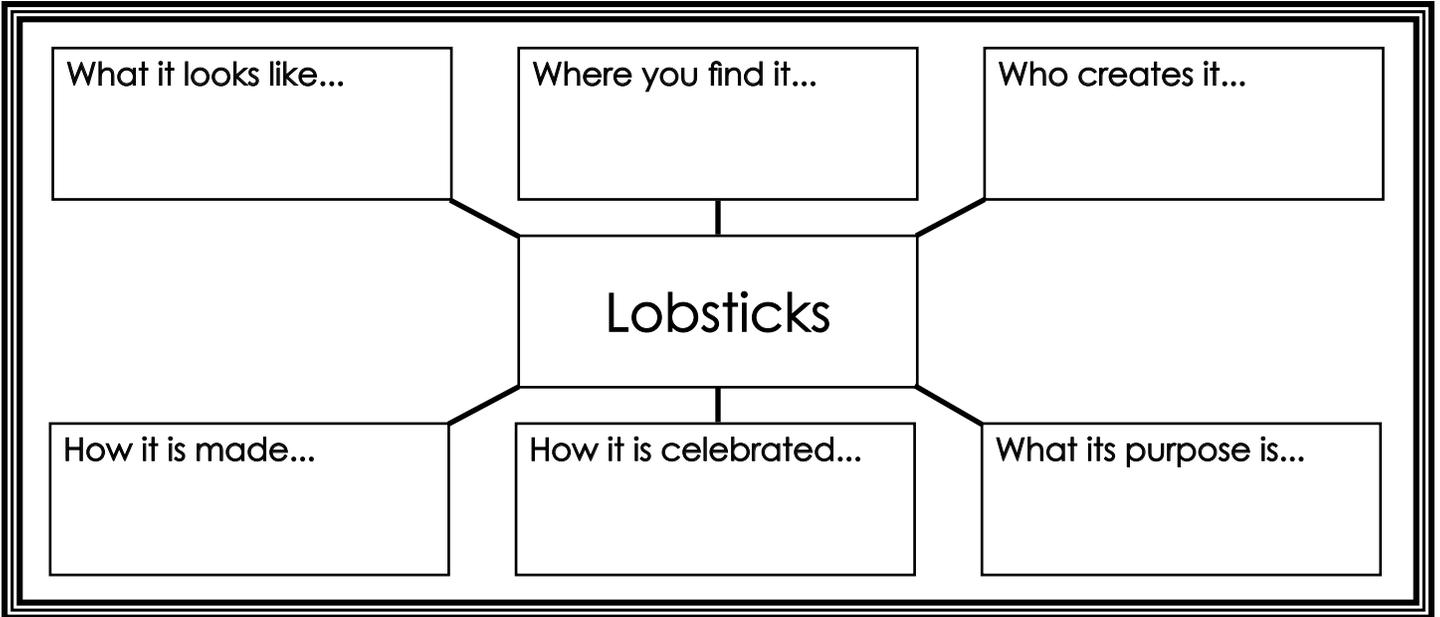
Graphic organizer for Lobsticks

Scrapbook

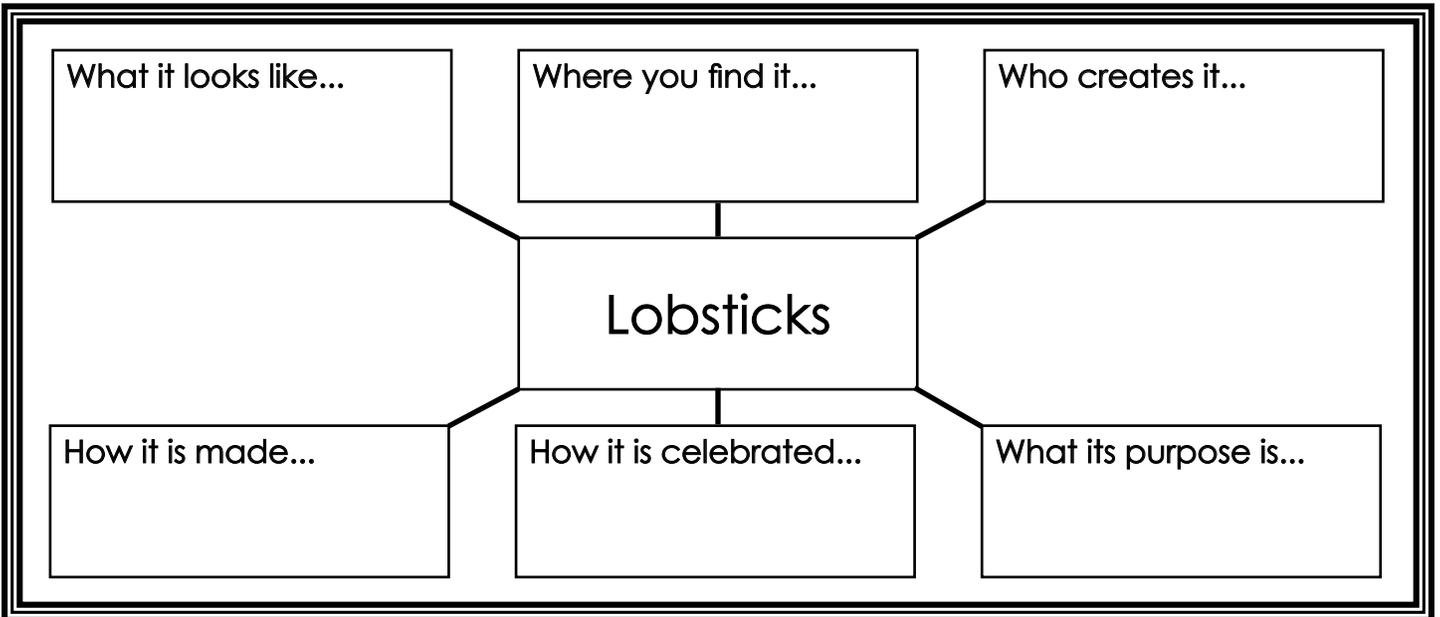


1. Show cover of book and ask if anyone knows what a Lobstick is. Can they make some predictions?
2. Listen to the story
3. Can we fill in some of the graphic organizer?
4. Listen to the story again and try to fill in the remainder of the organizer
5. Break students into small groups.
6. There is going to be a lobstick judging competition and there will be guests coming to judge the beauty of the lobstick poles but also their knowledge of symbols and Métis culture. Students will need to prepare a poster with a lobstick pole and a presentation to go with the pole.
7. Tell them they will be designing a lobstick pole with their team. Tell them their pole must be beautiful, and have symbols that tell some of the story of the Métis. It must use patterns (just like math) of the symbols and designs. Your group will have to explain what the symbols mean to the Métis people. It is not enough to simply name the item—you must explain why it is important to the Métis.
8. Tell them to plan it on scrap paper and then draw it carefully on the large poster paper. It should be coloured, labeled, and titled. Then they should write out their presentation and decide who will say what and practice it.





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Bringing Métis Children's Literature to Life. Gabriel Dumont Institute.



Welcome, Elders! We appreciate your attendance at our special Métis Lobstick Competition.

Traditional Lobstick Poles are made from spruce trees. Métis Lobstick makers form teams and enter into public competitions with Elders from the community judging the winners. The judges have two goals: firstly, to decide which team makes the most beautiful pole and secondly, to see who knows the most about their pole and the Métis symbols they have chosen to present on their poles.

Each group will do a short presentation and show their lobstick pole. You may ask questions if you like. There are six groups so they may have no more than 5 minutes per group (probably less.) I have told the children that they might not find out the winners until the next day or so in order to give you time to meet and decide as a group of Elders who the winning teams are.

Group 1:

Notes: _____

Group 2:

Notes: _____

Group 3:

Notes: _____

Group 4:

Notes: _____

Group 5:

Notes: _____

Group 6:

Notes: _____

Competition Rankings:

First: _____

Second: _____

Third: _____

Honourable Mention Teams: (Other 3 teams will all get an honourable mention)



Lessons 16–17

Manny’s Memories

—

Road Allowance Kitten

—

**Métis Christmas Mittens
(Extra Story)**

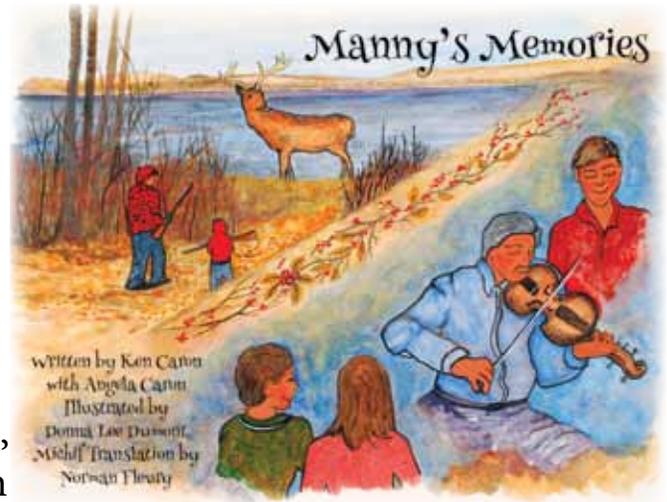


Lesson 16:

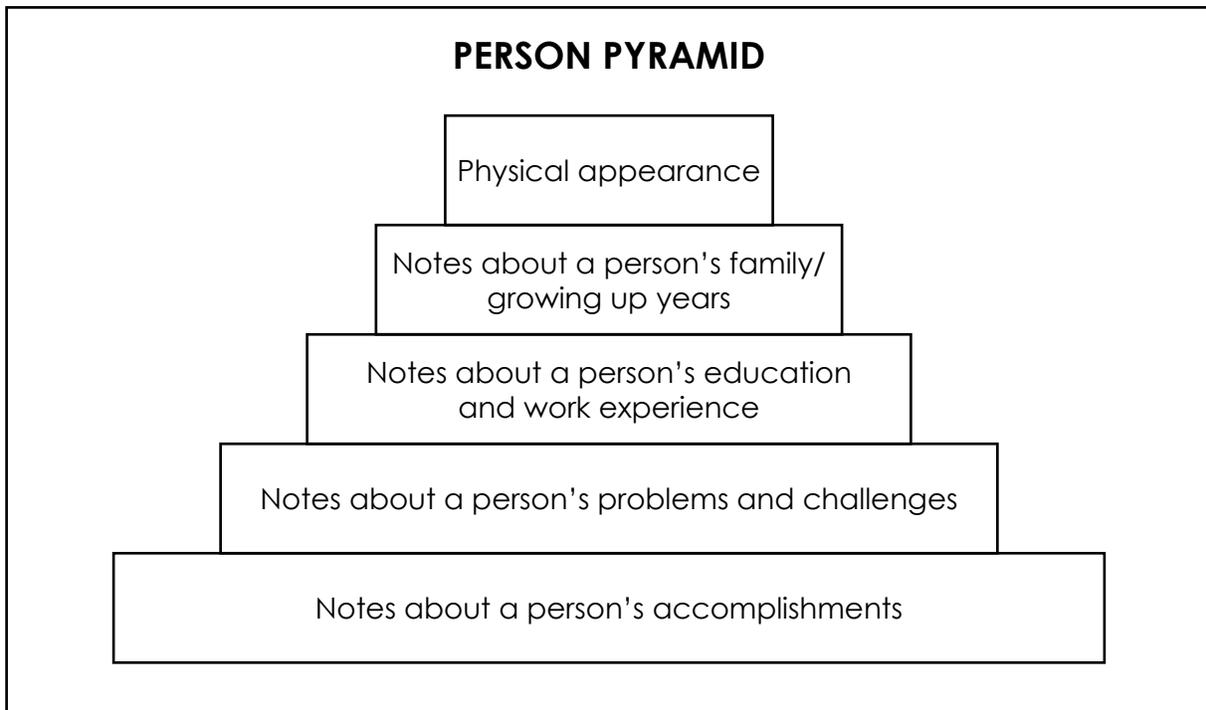
Materials:

Book and CD: *Manny's Memories*

Family Orchard



1. Tell students that it is a Grandfather (Mooshoom) who remembers what it was like in his Métis community of Round Prairie, Saskatchewan. This community (show map in book) is south of Saskatoon. Batoche, is north –east of Saskatoon. He grew up in a Métis Road Allowance community, which we will be learning about next.
2. Listen to the story and fill in a person pyramid for Manny.
3. Give the students the list of questions on page 79 to take home and get their parents or grandparents to answer.
4. When they bring them back, have them glue them into their scrapbooks and then have a circle sharing time.



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Name: _____ Date: _____

(Adapted from page 79 of *Bringing Métis Children's Literature to Life*)

This book is about family. Conduct an interview with a family member. Find out about your parents, grandparents, and maybe even your great-grand parents!

Here are some questions to help you fill out a family orchard.

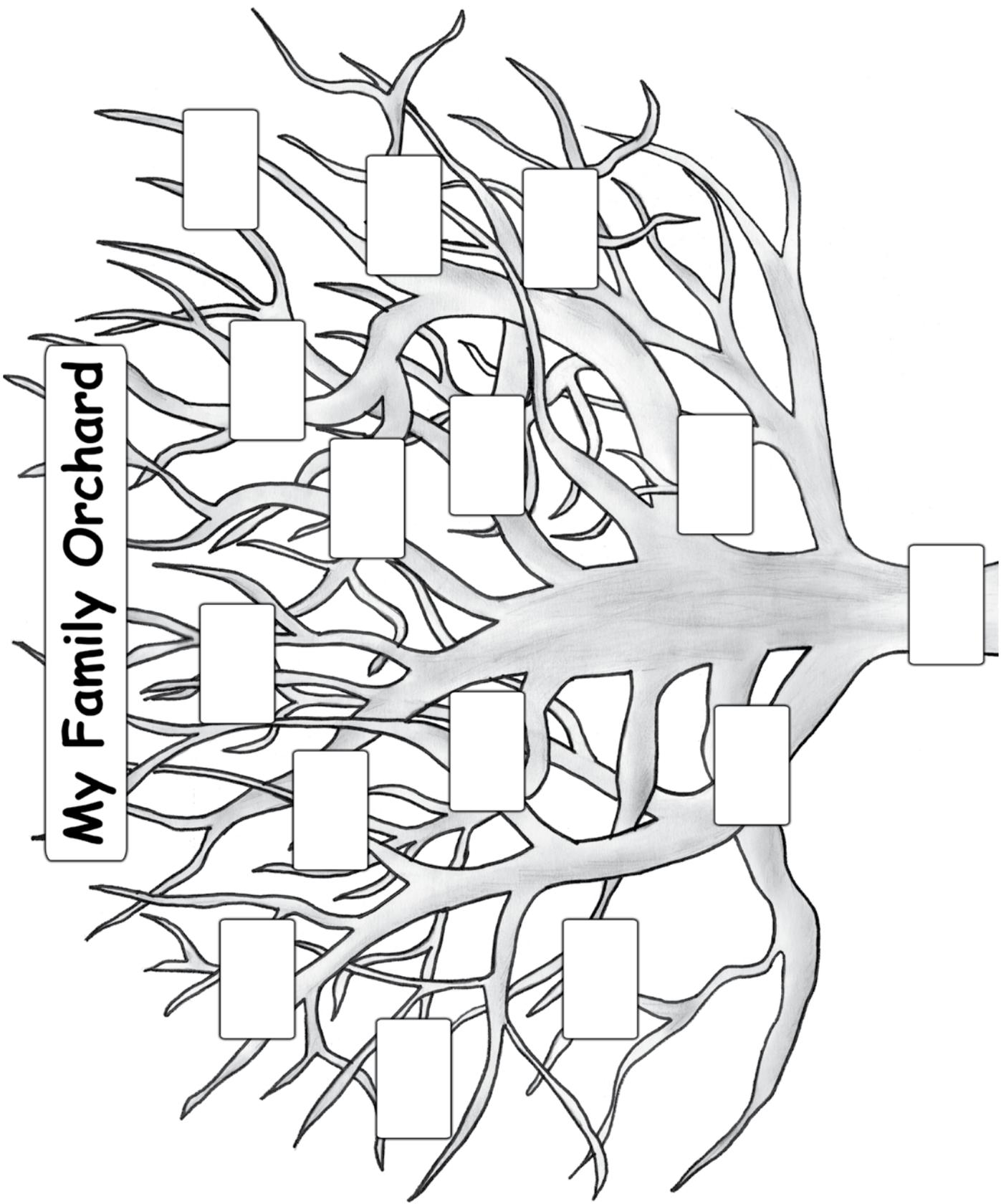
Make sure to bring it back along with some stories to share with the class.

1. What is your name (given and surname)?
2. What was your childhood like? Do you remember anything from when you were my age?
3. Where did you go to school? What grade did you finish?
4. What did you think was fun when you went to school?
5. What kind of work or chores did you and your family have to do when you were a child?

Get your parents to help you fill out your family orchard with family who is important to you. Label how you are related (brother, step-sister, grandmother, cousin, etc.) If you like, you may bring in a piece of memorabilia from your family to help you share about your family heritage.



My Family Orchard



Lesson 17:

Materials:

Book and CD: *Road Allowance Kitten*

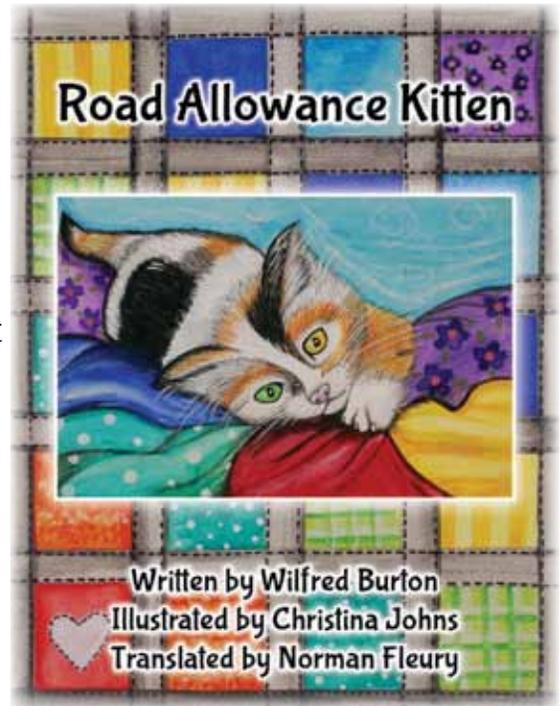
Vocabulary Cards

Poster with HOME IS WHERE THE HEART IS

Black and white pictures of Métis homes from the past

Pre-amble notes to understanding the story

1. Share the pre-amble information (this will take quite a while and you may want to break it up into two parts, but for sure take a break to discuss/shoulder partner/etc.)
2. Have volunteers come up and hold vocabulary words—what do they know about these words—clarify meanings
3. Mood—discuss what mood is. The mood of the story is the feeling you have when listening to or reading a text. Tell them to think about the different moods in the story. Do you feel different at the beginning of the story than you do in the middle or the end?
4. Listen to the story.
5. Question: why do you think it is important for us to know this part of Métis history? Can you learn something from it? What does this have to do with the saying “Home is Where the Heart is?”
6. Write about the story and what you learned in your Métis journal.



Mood

Cozy

Wild

Fresh

Hot

Treeless

Fluttering

Beautiful

Cheeky

Delicious

Calico

Golden



Road Allowance Métis—Saskatchewan Prairie Communities

Pre-amble to Understanding *Road Allowance Kitten*

Home is Where the Heart Is

1. Road allowances are strips of land owned by the government and kept in case they want to build a road or roads.
2. Many Métis were displaced from their traditional homes and lands following the 1885 Resistance and made new homes on road allowances.
3. Many Métis were very poor. They worked for farmers, picking rocks and roots, clearing trees and other manual labour (heavy and hard work). They were paid the very smallest amount of money and sometimes given food instead of cash. As a result they could not afford to buy land or rent a home for their family.
4. So they did what is sometimes called squatting. They built houses on the road allowances out of discarded lumber or logs and various recycled material.
5. Sometimes the Métis would hunt and pick berries and grow gardens to feed themselves and sometimes sell, but the government made a law saying they could not hunt and dtrap without a licence and only at certain times of the year. They would get expensive fines they could not pay and then sometimes were sent to jail.
6. Because they didn't pay property tax on their land, their children were not allowed to go to school, and those who did go to school were often teased and bullied. I the 1940s, all children in Saskatchewan could go to school for free.
7. The Farm Rehabilitation Act in 1935 said that Métis could no longer live on the road allowance land and were forced to move away. Many were sent to Green Lake in the north.
8. Some of the road allowance communities were burned down as they left.
9. The Saskatchewan government never consulted the Métis about whether they wanted to leave. They had loved their homes and enjoyed dancing to lively fiddle music and visiting with each other in the community. Even though life was difficult on the road allowance, it was still their home. Even though they were poor, they were rich in so many other ways.



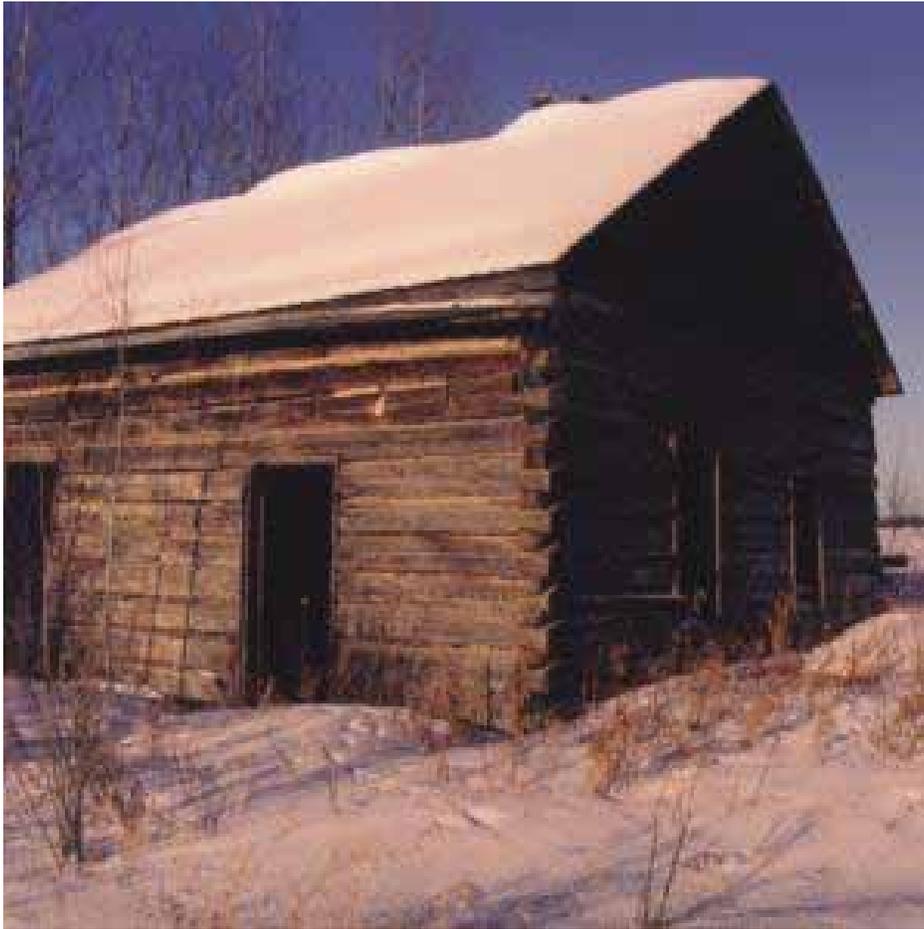


R-A8543. Provincial Archives of Saskatchewan.



R-A8670. Provincial Archives of Saskatchewan.





Road Allowance Home. Gabriel Dumont Institute Collection.



R-A22013. Provincial Archives of Saskatchewan.



R-A9850. Provincial Archives of Saskatchewan.



R-A87. Provincial Archives of Saskatchewan.

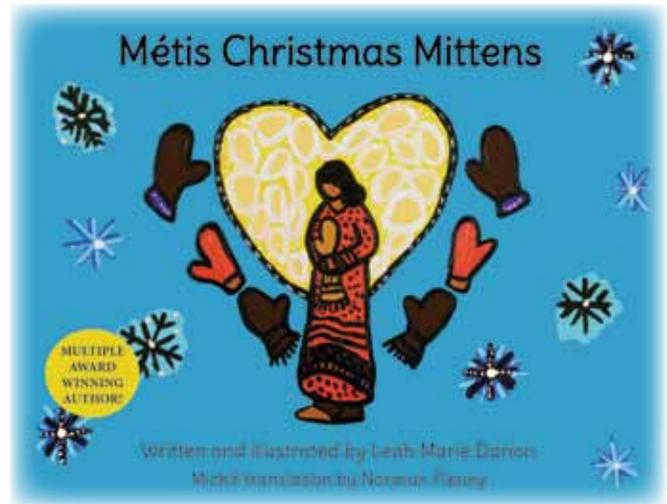
Extra: Read before Christmas

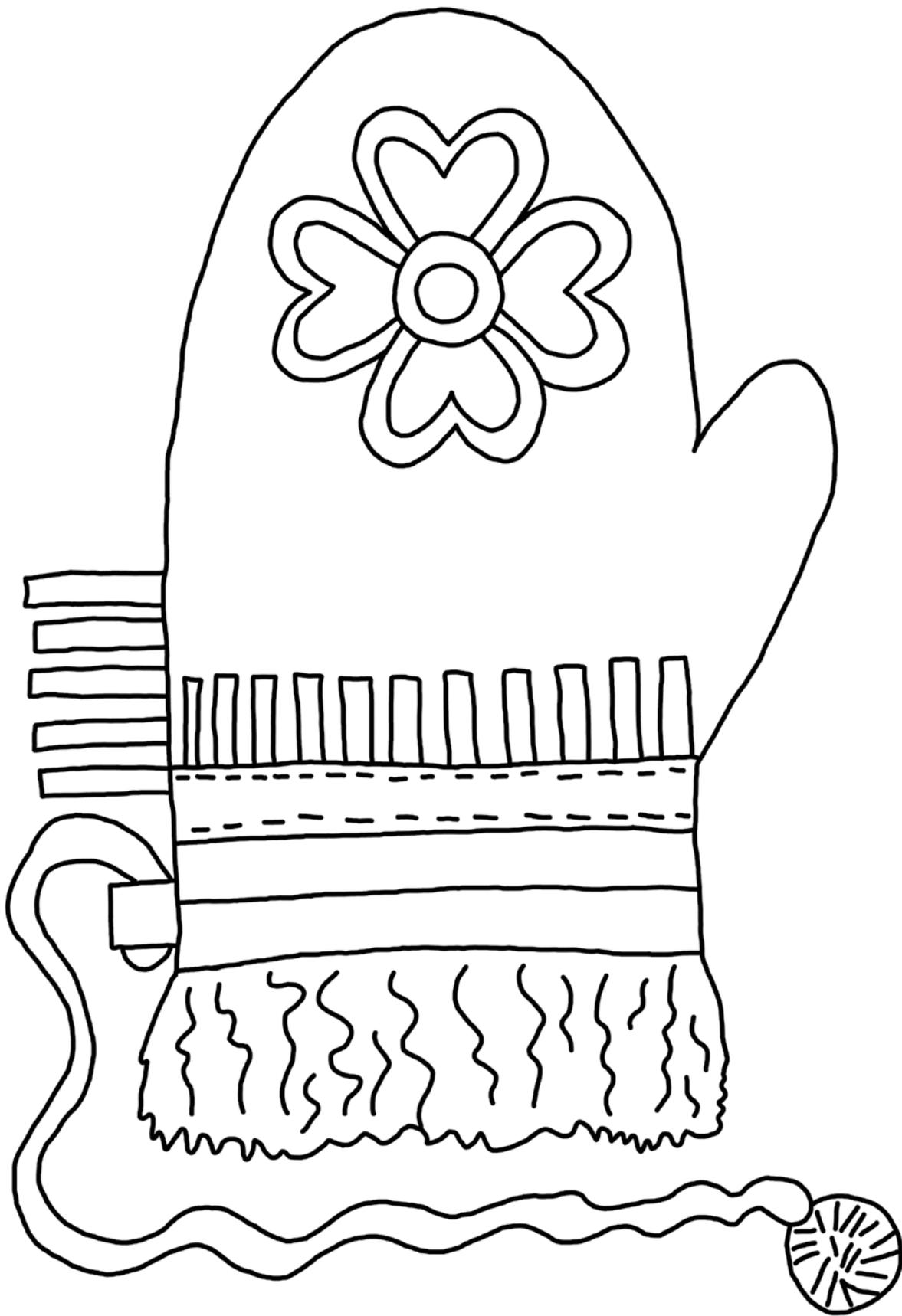
Materials:

Book and CD: *Métis Christmas Mittens*

1. Talk about the tradition of having a mitten box for people to give and take from. How is this similar to the cache in the tree from the story *The Giving Tree*?

2. Optional outline of mitten from the back of the book for students to colour and place in their journals or they can draw and design the beadwork on their own mittens.





*Reproduce for Classroom Use Only. From *Métis Christmas Mittens*. Gabriel Dumont Institute.

Review of Who are the Métis Unit

Métis Learning Page

—

Métis Vocabulary Page

—

Métis Traditions Page

—

Métis Culture Page

—

Métis Celebrations & Festivals Page

—

More Vocabulary

—

**Quiz Quiz Trade:
Who are the Métis Review Cards**



Métis Learning Page

The Métis are one of three distinct Indigenous groups in Canada as identified in the Canadian Constitution of 1982. The Métis can trace their heritage to both First Nations and European ancestors. A distinct Métis identity emerged during the fur trade in the late 1700s. Since then, they have developed their own unique culture, including the Michif languages, as well as customs, traditions, and way of life. According to the Métis National Council, “Métis means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation ancestry and who is accepted by the Métis Nation.”

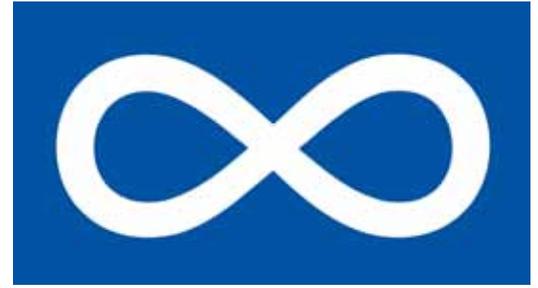
The Métis have been known by many other names throughout history: Halfbreeds, Bois-Brûlés (Burnt Wood), Flower Beadwork People, Mixed Bloods, Michif, Country Born, and Apihtaagooshishaan. Most of the terms are not used today. Otipaymishowuk, (“Those Who Own Themselves”) is another way Indigenous nations referred to the Métis.

Batoche, Saskatchewan is the site of the 1885 Resistance. Historically, it was a Métis settlement named after Xavier Letendre dit Batoche (a local merchant and trader). It is located on the east bank of the South Saskatchewan River, and was designed in the river lot system. The village had stores, a post office, a school, a Roman Catholic Church, and was home to many Métis families. It became a National Historic Site of Canada in 1923.



The rectory at Batoche shows the bullet holes from the Gatling gun used by the Canadian troops during the 1885 Resistance.

The Métis flag is blue or red with a white infinity symbol in the middle. You will see the blue and white flag most often. It is the oldest flag to have originated in Canada. The infinity sign symbolizes two cultures coming together to unify and become one.



Michif is the language of the Métis. In general, Michif combines Cree verbs and French nouns with their associated grammar. Michif is an oral language emerging in the 1700s. In Saskatchewan, there are three Michif languages: Heritage Michif, Northern Michif, and Michif French.

Some Michif Words:

- Mooshoom - Grandfather
- Piihtikway - Come in
- Taanishi kiiya? - How are you?
- Nimanaandow - I'm fine



Métis Vocabulary

sash



fiddle



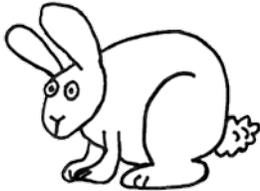
moose



deer



rabbit



bison



tourtière



bannock



flower beadwork moccasins



dancing the jig, square dance, rabbit dance



spoons



Red River Cart



canoe



oxen



highbush cranberries



willow trees



Saskatoon berries



birch trees



capote



quillwork
(porcupine quills)





Métis Traditions



Some Métis traditions come from a _____ culture and some come from _____ culture. One important part of Métis culture is dancing to _____ music. They dance the _____, square dance, Rabbit Dance, and many more. A _____ is an important piece of clothing worn by the Métis. In the past, they used sashes for many purposes: to keep their _____ closed, as a _____, to tow a _____, as a purse, or many other uses. Black, _____, white, yellow, _____ and blue are the colours they wove together, always in a _____. Some traditional Métis dishes include _____, tourtière (_____), and pemmican. Since they were hunters, they ate any kind of wild meat they could catch, like _____, deer, and rabbit. Values are very important to the Métis, like patience, _____, courage, and _____.



Métis Culture

Language: _____

The way they live/What they believe and care about

Word	Meaning



Celebrations and Festivals:

Name	Date/Time of Year	Details

Art	Music	Food



More Vocabulary

Bison	A large animal that roamed freely on the Plains of Canada and the United States. This animal was used as the main food supply to the First Nations and Métis people in the area.
Canoe	A light boat that is hand paddled. It was originally made from birchbark. The boat is long and narrow and first used by traders to travel in land waterways.
Capote	A type of hooded coat that was made from a wool blanket. This type of coat was very popular in the winter because it was light but very warm.
Cariole	A sled that had a box structure on wood runners. Pulled by dogs or horses, these were used as winter transportation.
Celebrations	A happy occasion where people get together to visit, dance, or to honour a religious event.
Concertina	A small accordion-like musical instrument that used bellows.
Embroidery	A method of handsewing with coloured thread for the purpose of decoration.
Fiddle	A home-made violin made by the Métis during the nineteenth century.
Fur Trade	A business in which companies brought European goods to North America to be traded for furs of animals trapped by First Nations and Métis trappers.
Leggings	Leather or cloth coverings for the legs. They were used for warmth and to protect the legs.
Métis	A person of mixed ancestry where one parent has European origins and the other has North American First Nations origins.
Moccasins	A type of shoe made from soft leather.



Orient	The countries and islands on the eastern side of the continent of Asia.
Pemmican	Buffalo meat that was dried, pounded, and mixed with fat and berries. It was stored in bags and used by the fur companies as a main food.
Portages	Areas between water routes where it is necessary to carry goods and boats by hand.
Red River Cart	A cart made entirely of wood and pulled by a single horse or ox. The cart had two large wheels and could carry 300-400 kilograms of freight. The wheels could not be greased because of its wooden construction and it made a horrible screeching noise.
Relative	Being part of the same family by birth or marriage.
Sash	A finger-woven belt made of wool approximately three metres long. It was tied at the waist to hold a coat closed, but had many uses such as a scarf or a rope.
Spoons	Wooden and later metal spoons reversed and held back-to-back between the fingers. A rhythm is produced by slapping the spoons on the thigh and on the other hand.
Survive	The ability to stay alive and cope with the challenges that come with life.
Tipis	A type of house made of canvas or animal hides and thin poles. These homes are very easy to setup and take down and were used by people who travelled a great deal.
Trade Goods	Items brought by European traders and used for trade in exchange for furs. This form of trade existed before money was used.
York Boats	Boats used in the fur trade on the main water systems of Canada. They replaced freight canoes because of their large carrying capacity. Eighteen men would make up the crew, one to give instructions, one to steer and sixteen to pull the oars.



Quiz Quiz Trade

Who are the Métis? Review Game

Materials:

Cards with words on one side and definition on the other side. See examples on the following pages. If you print the examples on labels, you can peel them off and stick to each side of a recipe card or cut cardstock to make game cards.

To Play:

Each child has a card and walks with the card in one hand and the other hand in the air looking for another student who has their hand up. Always pick the closest student unless they have just partnered up with that person.

Once partnered with another student, they take turns showing their word card (not the longer definition side) and having the other person try to give the definition. Let them know they can give hints if the person is stuck.

Then students switch cards and put their hands up to pair up with a new partner and practice their new card.



<h1>Indigenous</h1>	<p>The original people of a geographic area. Indigenous peoples include First Nations, Métis and Inuit in Canada.</p>
<h1>Batoche</h1>	<p>A Métis settlement along the South Saskatchewan River, named after Francois Xavier dit Batoche. In 1885, the Métis under Louis Riel and Gabriel Dumont participated in an armed resistance against Canada at Batoche.</p>
<h1>Birchbark</h1>	<p>The bark collected from birch trees during the spring. The bark is waterproof, strong and flexible. It was often used for canoes.</p>
<h1>Bois-Brule</h1>	<p>A name for the Métis that means “burnt wood” used mostly by French-Métis.</p>
<h1>Cree</h1>	<p>The largest First Nations group in Canada. Many First Nations Cree married French and other European men. Their children became Métis.</p>



<h2>Back to Batoche</h2>	<p>An Annual Celebration held every third weekend of July. The event is the modern celebration of the old Métis holiday, St. Joseph's Day. Métis from all over North America gather to celebrate their heritage and to honour those who died in the 1885 Resistance.</p>
<h2>Beadwork</h2>	<p>Decorative artwork applied to garments and household items that include colourful beads.</p>
<h2>Bison</h2>	<p>The Bison is a large animal that is closely related to cattle. Bison were the main food source of the Métis during most of the 1800s.</p>
<h2>Canoes</h2>	<p>Sleek and fast boats that were invented by First Nations and used by Métis traders.</p>
<h2>Elders</h2>	<p>Elders are the main means by which knowledge is transferred between the generations in Indigenous societies. They are highly respected people among Métis, First Nations, and Inuit.</p>

<h2>York Boats</h2>	<p>Boats used in the fur trade on the main water systems of Canada. They replaced canoes because of their large carrying capacity. Eighteen men would make up the crew, one to give instructions, one to steer and sixteen to pull the oars.</p>
<h2>The Oldest Flag in Canada</h2>	<p>The Métis Flag. It is a white infinity symbol on a blue or red background. The blue background is more commonly used.</p>
<h2>Koohkoom</h2>	<p>Michif for grandmother.</p>
<h2>Nooshishim</h2>	<p>Michif for my grandson.</p>
<h2>Moushoom</h2>	<p>Michif for grandfather.</p>



<h2>Red River Cart</h2>	<p>A cart made entirely of wood and pulled by a single horse or ox. The cart had two large wheels and could carry 300-400 kilograms of freight. The wheels could not be greased because of its wooden construction and it made a horrible screeching noise.</p>
<h2>Sash</h2>	<p>A finger-woven belt made of wool approximately three metres long. It was tied at the waist to hold a coat closed, but had many uses such as a scarf, rope, purse, lead, key holder, thread for repairs, first aid, and more.</p>
<h2>Spoons</h2>	<p>Wooden and later metal spoons reversed and held back to back between the fingers. A rhythm is produced by slapping spoons on the thigh and on the other hand.</p>
<h2>Tipis</h2>	<p>A type of house made of canvas or animal hides and thin poles.</p>
<h2>Trade Goods</h2>	<p>Items brought by European traders and used for trade in exchange for furs. This form of trade existed before money was used.</p>

Buffalo	Another word for Bison. It was the supermarket of the First Nation and Métis people who lived on the plains.
Cariole	A sled that had a box structure on wood runners. Pulled by dogs or horses, these were used as winter transportation.
Celebrations	A happy occasion where people get together to visit, dance, or to honour a religious event.
Fiddle	An instrument used by Métis at dances. A unique style of playing the fiddle was created by the Métis.
Pemmican	Bison meat that was dried, pounded, and mixed with fat and berries. It was stored in bags and used by the fur companies as a main food.



<h1>Rabbit Dance</h1>	<p>In this traditional Métis dance, men and women face each other in two lines. Then they dance with each other. The dance ends when the last couple finishes dancing and then chases each other.</p>
<h1>Red River Jig</h1>	<p>The most famous Métis dance and fiddle tune. This dance is done by one person and is the highlight of Métis celebrations.</p>
<h1>Reel</h1>	<p>A fast and lively folk dance.</p>
<h1>Scrip</h1>	<p>A government issued certificate that gave Métis people land or money.</p>
<h1>Traditions</h1>	<p>Forms of culture that are handed down through generations. They can also be new forms of culture that have been recently created.</p>

<h1>North West Company</h1>	<p>A Scottish, Anglo-American and French-Canadian fur trade company established after the conquest of Canada (1790) and based out of Montreal. NWC employed more Métis than the Hudson's Bay Company prior to their merging in 1821.</p>
<h1>Order of the Sash</h1>	<p>The highest award given to a Métis person by the Métis community. The Métis National Council and provincial Métis organizations award this order to honour those Métis who serve their people with distinction.</p>
<h1>Capote</h1>	<p>The Métis made coats known as 'capotes' from wool blankets sold and traded by the Hudson's Bay Company.</p>
<h1>Portage</h1>	<p>The carrying of boats and supplies overland between two waterways or around an obstacle to navigation.</p>
<h1>Quillwork</h1>	<p>Embroidery using natural or dye porcupine quills.</p>

<h1>Louis Riel Day</h1>	<p>The Métis honour the memory of Louis Riel Day every November 16, on the anniversary of his execution.</p>
<h1>Métis Nation</h1>	<p>The homeland of the Métis People that consists of communities in British Columbia, Alberta, Saskatchewan, Manitoba and Ontario. Métis also live in the Northwest Territories, Montana and North Dakota.</p>
<h1>Moccasins</h1>	<p>Soft leather footwear that have been worn for centuries by First Nations. The Métis decorated their moccasins with beads in floral beadwork designs.</p>
<h1>Michif</h1>	<p>A distinctly Métis language based on a mixture of Cree or Ojibwa verbs and French nouns with unique grammar, syntax and lexicon.</p>
<h1>Mixed-heritage</h1>	<p>People who have parents of two different races or ethnic groups. This terms replaces older, incorrect and often offensive words such as “Mixed-Blood,” “Half-Breed,” and “Half-Blood.”</p>



<h1>1885 Resistance</h1>	<p>A Métis resistance that started after the Canadian government ignored the Métis peaceful petitions to have the title of their land respected. The Canadian Army defeated the Métis, and their leader, Louis Riel was executed.</p>
<h1>Flower Beadwork People</h1>	<p>One of the many nicknames that the Métis have been called throughout history. The Métis were given this name by the Dakota.</p>
<h1>Fur Trade</h1>	<p>Canada was originally built on fur, fish, and timber trades. The fur trade was responsible for opening up Canada. It was not always a fair exchange as Indigenous people were often cheated for both their fur and their labour.</p>
<h1>Hudson's Bay Company</h1>	<p>A trading company originally based in England and dedicated to trading for furs with North America's Indigenous peoples. 1670 to present.</p>
<h1>Jig</h1>	<p>A lively folk dance done in triple the time.</p>

Extra Information

What is Scrip?

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What is Scrip?

Many people hear the word scrip, but have no idea what it is. It is not a commonly taught part of history, and unless you study Métis history, you probably won't even come across it.

The scrip system came about after the 1869-70 Resistance resulted in the creation of the Manitoba Act, which set aside 1.4 million acres of land to extinguish the Métis' Aboriginal title to the land. The two types of scrip created for this process were land and money scrip. When the system first started, the value of the scrip given to the Métis was either 160 acres of land or \$160 cash to be used for land. The value was increased to 240 acres or \$240 due to the rising cost of land.

The way scrip was handed out was by Scrip Commissions, which were like the Treaty Commissions. Scrip Commissioners would travel to the various Métis communities and gather applications for scrip.

The system was very flawed for many reasons, resulting in the loss of a land base for the Métis. The Scrip Commissions were advertised in newspapers and on posters, but many Métis were illiterate and missed the commissions. Sometimes the Scrip Commissioners missed entire Métis communities. There was also no protection against fraud. Many had their names forged without their knowledge. Speculators bought scrip from Métis for very low prices and then sold them to the main chartered banks in Canada. Speculators appeared to have gotten 12,560 money scrips out of 14,849 issued. They also managed to leave the Métis with only 1% of the 138,320 acres of land scrip issued in northwest Saskatchewan.

For more information, please read the essay by Leah Dorion and Darren Préfontaine at: www.metismuseum.ca/resource.php/00725.



The Water Routes

The two great rivals in the fur trade, the Hudson's Bay Company and the North West Company, entered the western territory by two different routes. The Hudson's Bay Company via Port Nelson (York Factory) on Hudson Bay, and the North West Company via Grand Portage on Lake Superior, the former on tide-water and the latter on the Great Lakes. Their penetration inland was determined by these points and their expansion was based on the main water transportation which followed as a result.

The Hudson's Bay Company's main arterial route ran from York Factory to Norway House and along Lake Winnipeg to the Red River. It skirted the eastern shore of the lake to the 'Narrows', where it crossed over to the western shore to the Red River. The other main route was from Norway House along the northern shore of Lake Winnipeg to Grand Rapids at the mouth of the Saskatchewan, west to Cumberland House, Carlton House and on to Edmonton, a distance of nearly 1500 miles.

The North West Company's trunk route ran from Grand Portage to Bas de la Riviere and north along the eastern shore of Lake Winnipeg to the 'Narrows', where it crossed over to the western shore to Grand Rapids, and thence west to Cumberland Lake. Here it turned north to Frog Portage on the English-Churchill River, then west to Ile-a-la-Crosse, across La Loche-Methye Portage to the Athabasca. Another trunk route was from Bas de la Riviere to Red River.

Furs and supplies were fed into the main routes and there were in some areas minor but important alternative routes.

It is of interest to note that in the far flung activities of these two rival companies their paths, as far as these main trunk routes were concerned, coincided only at two places. One of these was for a relatively short distance at the 'Narrows' on Lake Winnipeg and the other from Grand Rapids up the Saskatchewan to Cumberland Lake, a total distance of approximately 225 miles.

The York boat of the Hudson's Bay Company manned by Orkneymen plied the Hayes and Lake Winnipeg. On these and all the larger prairie rivers, sail was spread whenever weather conditions permitted. It was about 40 to 45 feet long, with 9'-6" to 10'-6" beam, flat bottom and shallow draft of about 1'-6". It was heavily built with long, sloping stem and stem posts and lasted about 3 years. It had a crew of from 8-15 oarsmen, depending on the load capacity of from 3 to 4 tons. [1]

1. The York boat at Lower Fort Garry National Historic Park measures 43' 6" overall length; 10' 6" beam with carrying capacity about 4 tons. It is the last of the York boats.



‘Canot de Maitre’, the large canoe was used by the North West Company on the ‘voyageur’ route across the Great Lakes to Grand Portage, its western terminus. It was about 36 feet long and manned by 8-10 voyageurs, and a cargo capacity of approximately 6000 pounds. From Grand Portage inland the ‘canot du nord’ was put into service. It had a length of 20-25 feet, five or six paddlers and about half the cargo capacity of the ‘canot du maitre’. Later the North West Company used sailing vessels on Lake Superior and steam boats operated for a limited period and under restricted conditions on the Red, Assiniboine and Saskatchewan River system.

(<http://www.mhs.mb.ca/docs/transactions/3/redrivercart.shtml>)

Who are the Métis?

The Métis Nation traces its origins to the Red River Valley area of North America. By the 20th century, the Métis had developed a unique culture and identity, which led them to be called otipêymisowak—The Independent Ones.

Following the Métis Nation Resistance at Red River from 1869 to 1870 and in Saskatchewan in 1885, it became unwise and sometimes dangerous to publicly self-identify as a Métis person. The Métis survived as a group largely by being invisible, a tactic that existed until the 1960s.

The Métis were a semi-nomadic people, who valued possessions that enabled travel, such as horses, carts and boats, as well as guns. These items are some of the things that indicate a Métis presence in historical images.

(<http://www.bac-lac.gc.ca/eng/discover/aboriginal-heritage/metis/Pages/metis-nation-collection-lac.aspx?wbdisable=true>)



Honouring the Garneau Tree

Hundreds of community members gather to farewell an important mark of Métis heritage

On Friday, September 15, 2017 community members and descendants of the Garneau family assembled at the University of Alberta to celebrate and honour the legacy left behind by Laurent Garneau and his wife Eleanor; the historic Garneau Tree.

With hundreds of people gathering around the historic Manitoba Maple, the intimate ceremony touched not only on the prominent impact Laurent and Eleanor Garneau had on the Métis community, but also included personal memories and stories shared by family descendants.

Speakers of the ceremony included President of the MNA, Audrey Poitras, MNA Minister of Culture, Duane Zaraska, artist and professor, David Garneau, Annette Rondeau, Métis Elder, John McDonlad, Métis Veteran, community members, and University of Alberta representatives.

Brianna Lizotte fiddled throughout the ceremony bringing life to this historic celebration in Métis history.

Although, as of September 17, 2017 the Garneau Tree no longer stands on the University of Alberta grounds, the Garneau family and community members will continue to remember the legacy left by Laurent and Eleanor Garneau. Pieces of the Manitoba Maple have been saved by the Garneau family and community members and plans are underway so that they may be used to carry on the memory and history of the Garneau Tree.



The Garneau Tree



President Audrey Poitras & Brianna Lizotte



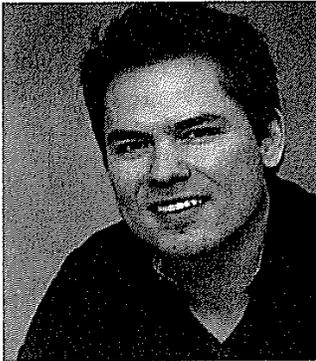
David Garneau & President Audrey Poitras





keynotespeakerscanada.ca

AARON PAQUETTE **First Nations Metis Writer, Artist and Keynote Speaker**



Aaron Paquette is one of Canada's best-known First Nations Metis personalities.

The author of the bestselling book *Lightfinder*, Aaron is a talented artist, illustrator, goldsmith and cathedral stained glass artist. He is also a political commentator as well as a popular Keynote Speaker and Facilitator. Active in his community, Aaron sits on various civic, provincial and national Boards and Advisory Councils.

He is also fortunate to be alive.

It was on a cold August night in Edmonton, Alberta, Canada that Aaron found himself on the guardrails of the High Level Bridge. It was a moment of crisis.

Over the intervening years, through ups and downs and many mistakes and learning opportunities, Aaron found his way back. He found his a voice to his message that we all suffer, but none of us are alone. There is strength within us and around us that we can constantly draw on, not only to get us through tough times, but to propel us into the life we always wanted. When we use our courage to listen to it.

In great demand, Aaron is an engaging, exciting and inspiring speaker and gives generously of his spirit creating laughter, joy and learning. He has shared the stage with Phil Fontaine, Premier of Ontario Kathleen Wynne, Dr. Marie Wilson of the Truth and Reconciliation Commission, former Auditor General of Canada Sheilah Fraser and the Right Honorable Paul Martin.

In early 2013 he coined the term #Ottawapiskat which helped disrupt the way we look at the relationship between Indigenous Reservations and the Canadian Government in a constructive and humorous way. It was a stark and paradigm shifting marriage of the words Ottawa (Canada's capital city) and Attawapiskat, a northern community under the grip of extreme poverty and suffering. People immediately saw the potential and



1090 Homer St., Third Floor toll free 1.800.830.3046
Vancouver, British Columbia office 1.604.734.4636
Canada V6B 2W9



began creating their own highly charged, incisive, or just plain funny tweets around the new word.

Making space for other's creativity and inventiveness is something that inspires Aaron's work and efforts. His bestselling, award winning novel Lightfinder is taught across Canada in schools, colleges and universities.

As an experienced facilitator, trainer and engaging public speaker, Aaron has worked with the Royal Conservatory's adjunct program -Learning Through the Arts- as both a Mentor Artist and as the First Nations Representative and Consultant in Alberta. This experience focused on providing the skills and background knowledge for infusing differentiated learning within the general curriculum in Alberta and the Northwest Territories.

Aaron has collaborated with Ministries, Teachers' Associations, and various community members and teachers, providing region wide teacher workshops and in- school experiences related to the art curriculum that also provide an FNMI perspective.

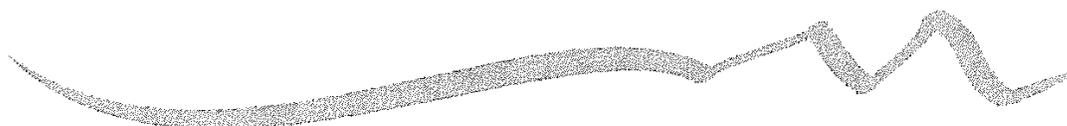
Through this collaboration, he also provides student workshops, professional development sessions and artist-in- residence programs.

A skilled communicator, Aaron has worked with Alberta Education in Professional Development, Reconciliation, Literacy, Overcoming Obstacles, Residential School & Forced Adoptions, Creativity, among other topics.

He has worked for years with the Edmonton Public School Board with both in-class sessions and special sessions for promising young artists. The Catholic School Boards in the Central and Northern Alberta region have also enlisted Aaron in many projects ranging from elementary school visits that tie art into curricular learning to mural painting with High School students.

Aaron also has regular art shows in Galleries across Canada, takes on public art commissions. He works as a guest curator for The Art Gallery of Alberta, St. Albert's public Gallery: Profiles, and the McMullen Gallery at the University of Alberta Hospital. He has had a traveling exhibit with the Art Gallery of Alberta called Halfbreed Mythology.

Aaron is the co-founder and CEO of the Cree8 Success Education Conference.



3570 West 12th Avenue
Vancouver, British Columbia
Canada V6R 2H4

toll free 1 800 530 3046
fax 1 250 850 3046
office 604 734 4636



Cruncher: a fun fast-facts game about Indigenous peoples in Canada

Instructions for folding a cruncher

1. Print the Cruncher on the following page.
2. Cut your printed paper into a square by following the dotted lines.
3. Colour the illustrations on your cruncher.
4. With the illustrations facing down, bring all the corners of the paper to the center of the square.
5. Flip your paper over. The coloured side should be facing up.
6. Again, bring all the corners to the center of the square. All the corners should meet in the center. Crease the edges.
7. Fold the paper in half vertically and unfold it.
8. Fold the paper horizontally and unfold it.
9. Using both hands, slide your thumb and index fingers underneath the flaps to open your paper and start crunching!

How to play the game

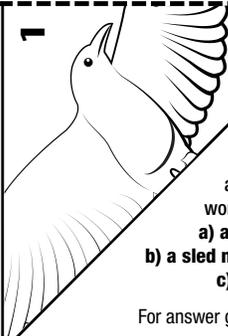
1. Count out the number of letters in your name at the same time as you open and close your cruncher.
2. Choose a number from one of the Indigenous illustrations on the inside triangles.
3. Count out the number you've chosen on the inside triangles at the same time as you open and close your cruncher.
4. Again, choose a number from one of the Indigenous illustrations on the inside triangles, but this time peek under the flap and read the question at the top.
5. The sentence under the question will tell you where to go to find the answer. Go there and see if you answered right! If not, you will have learned something new.
6. Go cruncher crazy and repeat the steps as many times as you want!

From the Government of Canada: <https://www.rcaanc-cirnac.gc.ca/eng/1302806502670/1534952037248>



Medicine Wheel

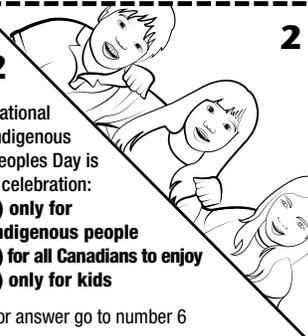
1



The word "toboggan" comes from an Algonquian word that means:
a) a slippery fish
b) a sled made of skins
c) a windy day

For answer go to number 7

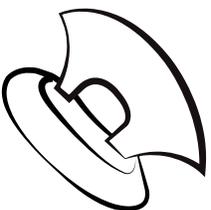
2



National Indigenous Peoples Day is a celebration:
a) only for Indigenous people
b) for all Canadians to enjoy
c) only for kids

For answer go to number 6

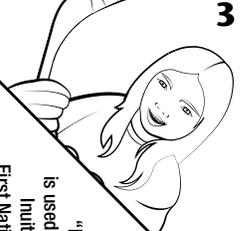
3



True or False?
 The word "Indigenous" is used to describe Inuit, Métis and First Nations people.

For answer go to number 5

3



True or False?
 The word "Indigenous" is used to describe Inuit, Métis and First Nations people.

For answer go to number 5

3

answer to question 5
False.
There are more than 70!

For answer go to number 5

4



The "Red River" jig is:
a) a swimming competition
b) a famous Métis dance
c) a large boat

For answer go to number 8

4

answer to question 8
False.
Only 6 west coast First Nations carve totem poles.

For answer go to number 8

4



How many different First Nations lived in the area we now know as Alberta before Europeans arrived?
a) 1
b) 57
c) 9

For answer go to 2

5



True or False?
 There are 23 different Indigenous languages spoken in Canada.

For answer go to 3

5



True or False?
 There are 23 different Indigenous languages spoken in Canada.

For answer go to 3

6



answer to question 1
b) a sled made of skins

For answer go to 1

6

answer to question 2
b) for all Canadians to enjoy

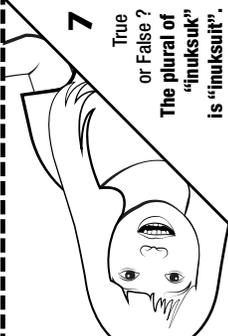
For answer go to 2

6

answer to question 3
True

For answer go to 3

7



True or False?
 The plural of "inuksuk" is "inuksuit".

For answer go to 1

7

answer to question 4
b) a famous Métis dance

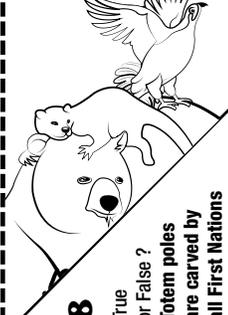
For answer go to 4

7

answer to question 7
True

For answer go to 7

8



True or False?
 Totem poles are carved by all First Nations peoples in Canada.

For answer go to 4

8

answer to question 7
True

For answer go to 7

Additional Information and Websites to Visit

Batoche, Saskatchewan

https://en.wikipedia.org/wiki/Batoche,_Saskatchewan

Parks Canada Batoche National Historic Site

<https://www.pc.gc.ca/en/lhn-nhs/sk/batoche>

Gabriel Dumont Institute (Saskatchewan)

www.gdins.org

www.metismuseum.ca

www.shopmetis.ca

Louis Riel Institute (Saskatchewan)

www.louisrielinstitute.com

Rupert's Land Institute (Alberta)

www.rupert'sland.org

Indigenous Peoples Atlas of Canada - Canadian Geographic

<http://indigenouspeoplesatlasofcanada.ca/section/metis>

Canada's First Peoples The Métis

http://firstpeoplesofcanada.com/fp_metis/fp_metis1.html

Places Not Our Own (Film)

https://www.nfb.ca/film/places_not_our_own/





Library and Archive Canada: Mikan no. 4820180

Title: [View of three men and two teams of dogs hitched to carioles looking towards the Rocky Mountains at Jasper House, Alberta]. Original title: Looking South from Jasper House (Rocky Mts).

Additional Information: During the fur trade era, the Métis used carioles in winter. Pulled by a dog team, the cariole transported a passenger or cargo. A dog team driver would run along behind the cariole sled while it was under way shouting commands to the dogs to guide their pace and direction of movement. The term cariole became more commonly used for a toboggan-like sled with sides made from hide or canvas. Birch boards were often used for the toboggan planking.

http://collectionscanada.gc.ca/pam_archives/index.php?fuseaction=genitem.displayItem&lang=eng&rec_nbr=4820180



Sample Journal Pages

