

MAY 15, 2021 DRAFT

## Métis Governance in Saskatchewan – A Grade 4 Teacher’s Guide

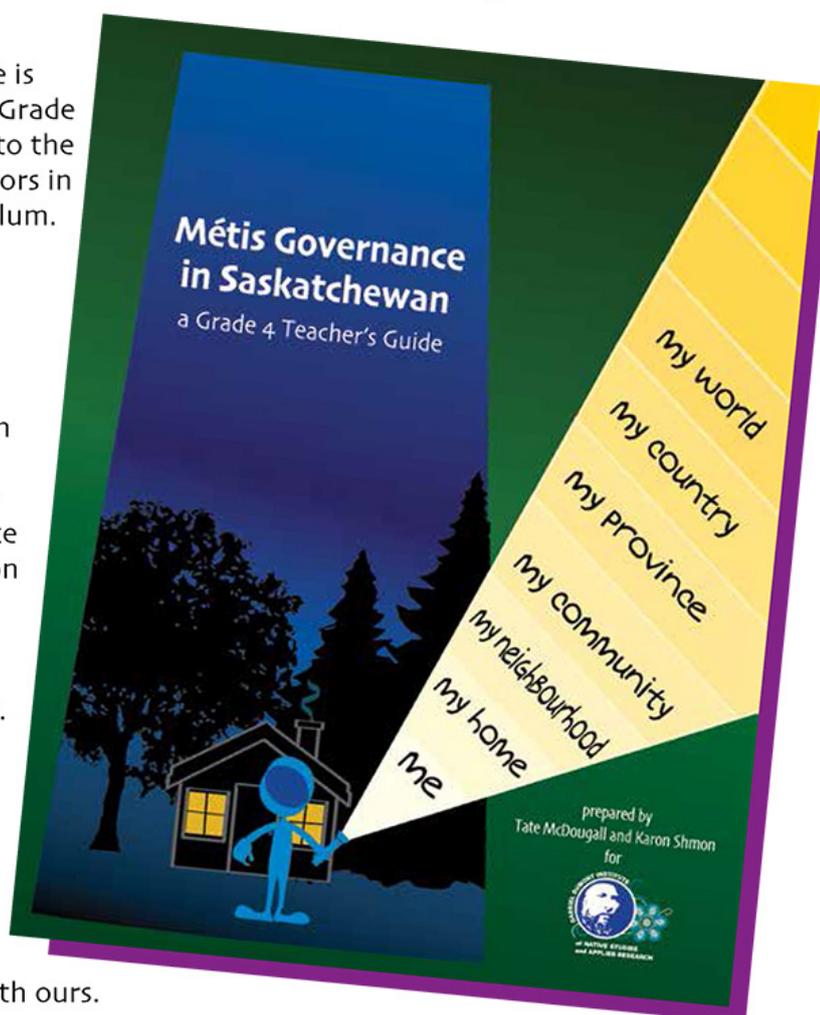
Prepared by Karon Shmon & Tate McDougall for Gabriel Dumont Institute

### Teachers! Do you want your students to know more about how the Métis Nation–Saskatchewan is governed?

This learning resource is made for students in Grade 4 and it is correlated to the outcomes and indicators in the provincial curriculum. It can be adapted to higher grade levels if desired.

The young, future leaders of the Métis Nation–Saskatchewan can gain an early understanding of the concept of governance and of how our Nation is governed while being part of larger communities, the province, and Canada.

All students in Saskatchewan can benefit from knowing about Métis governance as their futures are inextricably linked with ours.



Available on May 14, 2021, you can download this free resource at:  
[www.gdins.org/Métis-culture/the-new-nation](http://www.gdins.org/Métis-culture/the-new-nation)

## **Introduction:**

As a leading producer in Métis cultural resources in Saskatchewan, the Gabriel Dumont Institute has recognized a need for a focused approach to teaching Métis governance in Saskatchewan schools. GDI has identified grade 4 as an integral year to introduce Métis specific history and content, as also reflected in the Saskatchewan curriculum. This guide is in no way a comprehensive method of teaching Métis specific content to grade 4, but offers background information, lesson ideas and the necessary content knowledge to aid in the delivery of a unit on Métis governance to grade 4 students. This unit reflects 3 major outcomes following the Saskatchewan curriculum. As units usually cover 1-2 outcomes within this system at most, this unit offers mainly suggestions for lessons and possible means for covering parts the desired 1 or 2 out of 3 outcomes. This unit follows an Understanding by Design (UbD) format as it places outcomes, assessments and then practices/lessons in value, specifically in that order in its creation. This unit does offer some secondary information on other Indigenous peoples in general, though its focus is Métis-specific.

Please note that political structures change through referendums, constitutional processes, and other mechanisms. For example, electoral boundaries may change or the total number of elected representatives may change. We advise you to check to see if the particular community, civic, provincial, First Nations, or Métis governing bodies have made any changes since the original release of this draft publication in May 2021.

## **Outcomes/Indicators:**

Taanishi! We are delighted you have chosen to teach your students about Métis governance! This guide offers many lessons and ideas that correlate to the Saskatchewan curricular outcomes and indicators that correlate and support teaching about Métis governance. Traditionally, unit plans have focused on overarching themes, required understandings, teachings (known as foundational learning objectives) and provincially mandated lesson examples. As Saskatchewan updated its Social Studies Grade 4 curriculum in 2010, we have seen a change that places outcomes as the necessary concepts or areas of focus a teacher must deliver to students. Within these outcomes are a series of indicators that become part of the assessment to affirm that a student has achieved the outcome(s). If you are unfamiliar with this system, we encourage you to check the Saskatchewan Social Studies 4 curricular document at:

<https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumHome?id=167>

As this guide reflects UbD formatting, we must first take into consideration where our students are going before planning how they will get there. The following outcomes from the Saskatchewan Grade 4 Social Studies Curriculum have a direct link to Métis governance.

These will be the main areas of focus to convey to students through a series of lessons based on the indicators for these outcomes. The outcomes are as follows:

**Outcome #1:** Interactions and Interdependence (IN) 4.1 - Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.<sup>1</sup>

**Outcome #2:** Power and Authority (PA) 4.1 - Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.<sup>2</sup>

**Outcome #3:** Power and Authority (PA) 4.4 - Demonstrate an understanding of the Métis governance system.<sup>3</sup>

From these outcomes, what you choose to focus on is at your discretion given that a unit will usually focus on one or two outcomes at most. This unit is unlikely to cover an entire outcome but a fuller education on Métis history can be achieved by combining these outcomes with historical teachings. Ultimately, it is up to you, the teacher to decide which lessons and assessments best fit your teaching methods or your classes learning preferences.

### **Assessments:**

Each outcome has a few indicators that will show if a student has developed an understanding of the target outcomes. These indicators make for good assessment points. As a word of caution, please consider varying your assessments between formative and summative assessments. While all of these indicators may be tested or assessed summatively (assessment of learning), there are many methods of formative assessment (assessment for learning) practices that may be used to achieve meaningful assessments. Tests, quizzes, presentations and essays are still great methods of knowing if your students are grasping your material. We also encourage you to utilize assessments that help your students prove they learned the materials, such as reflections, critical thinking compositions, exit slips, worksheets, readings, activities, simulations, inquiry learning, to name a few. Examples will be provided for each lesson.

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<sup>1</sup> Saskatchewan Evergreen Curriculum. Social Studies 4. <https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=167>

<sup>2</sup> Ibid.

<sup>3</sup> Ibid.

## Indicators of learning (great assessment pieces):

### Interactions and Interdependence (IN) 4.1 -

(a) Create biographic profiles of a selection of Saskatchewan First Nations and Métis leaders in the time period prior to Saskatchewan joining Confederation. For example, Poundmaker, Big Bear, Riel, Dumont, Almighty Voice.<sup>4</sup>

(b) Create an inventory of the contributions of First Nations and Métis people to government, business, and professional life in Saskatchewan (e.g., consulting firms, outfitters, financial firms, architects, educators, health workers, legal specialists, artists, athletes).<sup>5</sup>

Power and Authority (PA) 4.1 - Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.<sup>6</sup>

(b) Illustrate the organization of the municipal or band decision-making process, including the name of the sitting mayor, reeve, or chief.<sup>7</sup>

(c) Describe ways in which Saskatchewan people can be involved in the democratic process regarding decisions which affect their province, and explain why it is important to be an active participant in the democratic process (e.g., vote in provincial elections; belong to a political party; run for member of the provincial or First Nations legislative assembly; communicate with the member of the legislative assembly about issues of concern).<sup>8</sup>

Power and Authority (PA) 4.4 - Demonstrate an understanding of the Métis governance system.

(a) Research the structures of governance of Métis people in Saskatchewan (e.g., Métis local, Métis Nation of Saskatchewan, Métis National Council).<sup>9</sup>

(b) Compare the traditional processes for selection of leaders of Métis people to current practices for selection of leaders by the Métis people.<sup>10</sup>

(c) Compile an inventory of issues of current focus for Métis governments in Saskatchewan.<sup>11</sup>

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<sup>4</sup> Ibid.

<sup>5</sup> Ibid.

<sup>6</sup> Ibid.

<sup>7</sup> Ibid.

<sup>8</sup> Ibid.

<sup>9</sup> Ibid.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.

**Lessons:**

Lesson #1

Focus:

(IN) 4.1 - Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.<sup>12</sup>



**Indicators of Learning:**

Can my students: (a) Create biographic profiles of a selection of Saskatchewan First Nations and Métis leaders in the time period prior to Saskatchewan joining Confederation?<sup>13</sup>  
(Such as: Poundmaker, Big Bear, Riel, Dumont, Almighty Voice)

**Prior Knowledge (for the Teacher):**

<sup>12</sup> Saskatchewan Evergreen Curriculum. Social Studies 4. <https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=167>

<sup>13</sup> Ibid.



“**Gabriel Dumont**—the name conjures up a host of images: the diminutive but courageous “chef métis” who led his people in armed struggle against the Dominion of Canada; a nineteenth century Che Guevara passionately concerned with his people’s self-governance; the quintessential l’homme de prairie who lived freely as a bison hunter and entrepreneur, and a humanitarian who shared his bounty with the less fortunate. Gabriel Dumont was a man of action, whose many admirable qualities, including his selflessness, courage, sense of duty, and love of his people, have inspired generations of Métis. At age twenty-five, Gabriel became the leader of the Métis wintering along the South Saskatchewan River as well as the Métis bands in the Touchwood Hills.”<sup>14</sup>

For more information visit:

<http://www.metismuseum.ca/resource.php/06280>

Louis Riel “Louis Riel: Métis patriot, martyr, thinker and founder of Manitoba, born in St. Boniface, Red River, October 22, 1844 to Louis riel Sr. and Julie Lagimodière; husband of Marguerite Monet dite Belehumeur and father to Jean and Angélique; executed for High Treason, Regina, NWT, November 16, 1885. Handsome, intelligent, pious, and loving, Louis Riel seemed, even as a child, destined for greatness. From his activist father, he inherited a strong sense of duty and love of community, and from his mother, he acquired an intense piety. In 1858, local priests hoped to make young Riel one of their own, by sending him to the esteemed Collège de Montréal. However, in 1864, after the trauma of his father’s death, Riel left the college and went to work in a law firm, which ended after a failed courtship. He returned to Red River in 1868.”<sup>15</sup>

For more information visit:

<http://www.metismuseum.ca/resource.php/13771>



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<sup>14</sup> Préfontaine, D. “Dumont, Gabriel,” The Virtual Museum of Métis History and Culture. Gabriel Dumont Institute, 2017. pg 1. <http://www.metismuseum.ca/resource.php/06280>

<sup>15</sup> Préfontaine, D. “Riel, Louis”, The Virtual Museum of Métis History and Culture. Gabriel Dumont Institute, 2013. pg 2. <http://www.metismuseum.ca/resource.php/13771>

Possible Assessments:

- Reflective writing on what made Dumont and Riel good leaders.
- Exit slip on good qualities Dumont and Riel had as leaders.
- Inquiry learning Dumont and Riel (report, interesting facts, best qualities, why good they are leaders, contributions to shaping Saskatchewan/Canada).
- Reflection on Dumont and Riel’s contributions to their community, Saskatchewan and Canada.
- Venn Diagram of good leadership qualities, with Dumont and Riel comparison/differences.

Exit slips are written student responses to questions teachers pose at the end of a class or lesson. These quick, informal assessments enable teachers to quickly assess students' understanding of the material.

<https://www.readingrockets.org>

Motivational Set:

As a class, list qualities that make good leaders. Utilize a smart board, whiteboard, chalkboard or any other means necessary to record students’ ideas for use later. As well, have students record their ideas for their own notes.

Discuss why these qualities make good leaders and use examples of positive leaders in students’ lives to generate positive qualities. Utilize examples using media or imagery as well.

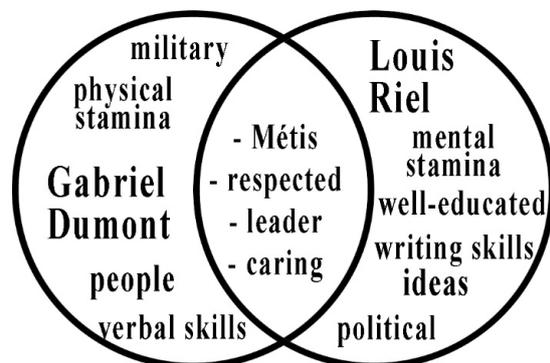
Main Lesson:

Create a character profile of both Dumont and Riel as you see necessary. We recommend utilizing:

“Gabriel Dumont: Métis Legend” from [https://www.youtube.com/watch?v=FpYmf\\_smtKA](https://www.youtube.com/watch?v=FpYmf_smtKA)

“Louis ‘David’ Riel” – page 1 only from <http://www.metismuseum.ca/resource.php/13771>

Using the same smart, white or chalkboard, draw a Venn diagram. Title one side “Gabriel Dumont” and the other “Louis Riel”, title the middle “Similarities.” Utilize the list of good leader qualities co-constructed by the class to fill in the Venn diagram as applicable. Have students copy this diagram, have them do it themselves, in groups or as a class.



Venn diagrams show what two entities have in common and what is unique to each.

Closing:

See “Possible Assessments”

**GDI Resources:**

“**La Mishow Wayayshhaywuk: The Big Rip Off**” by Karon Shmon.

**Free** GDI Resource: <http://www.metismuseum.ca/resource.php/03145>

**The Métis Alphabet Colouring Book.** Artwork by George Gingras with Amy Briley

See **free** printable colouring pages at:

<https://www.facebook.com/media/set/?vanity=gabrieldumontinstitute&set=a.3187256757979034>

**Gabriel Dumont: Li Chef Michif in Images and in Words**, by Darren Préfontaine.

Available for purchase at: <https://gdins.org/product/gabriel-dumont-li-chef-michif-in-images-and-in-words/>

**Louis: The Heretic Poems**, by Gregory Schofield

Available for purchase at: <https://gdins.org/product/louis-the-heretic-poems/>

**Red Sun: Gabriel Dumont, the Folk Hero**, by Charles Duncan Thompson

Available for purchase at: <https://gdins.org/product/red-sun/>

## Lesson #2

Focus:

(IN) 4.1 - Analyze how First Nations and Métis peoples have shaped and continue to shape Saskatchewan.<sup>16</sup>

Indicators of Learning:

Can my students: (b) Create an inventory of the contributions of First Nations and Métis people to government, business, and professional life in Saskatchewan?<sup>17</sup>

(Such as: consulting firms, outfitters, financial firms, architects, cultural knowledge keepers, educators, health workers, legal specialists, artists, athletes)



<sup>16</sup> Saskatchewan Evergreen Curriculum. Social Studies 4. <https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=167>

<sup>17</sup> Ibid.

Prior Knowledge (for the Teacher):

Building from the historical leaders from last lesson, students should learn about contemporary Métis leaders shaping both government and their communities. As there are numerous leaders that could be named, this creates a perfect opportunity for some student directed or inquiry learning.

Possible Assessments:

- Large presentation: oral, written, multimedia, video, etc...
- Small presentation (informal): oral, written, multimedia, video, etc...
- Worksheet to fill in with biography and major accomplishments.

Motivational Set:

Explain to your class that the Métis were a self-governed people with many great leaders in the past and still have great leaders today. As there are so many, rather than teaching about each one, each student will be able to select one and present their findings to their class.

Provide the following names and have students pick one individually or as groups:

<b>Senator Nora Cummings</b>	<b>Harry Daniels</b>	
<b>Terry Fox</b>		
<b>John Arcand</b>	<b>Cort Dogniez</b>	<b>Tristen Durocher</b>
<b>Norma Welsh</b>	<b>Jean Teillet</b>	<b>Christi Belcourt</b>
<b>Donny Parenteau</b>	<b>Senator Michael Maurice</b>	
<b>Edwin St. Pierre</b>	<b>Harriet St. Pierre</b>	<b>Christi Belcourt</b>
<b>Malcolm Norris</b>	<b>Jim Brady</b>	<b>Jimmy Durocher</b>
<b>Maria Campbell</b>	<b>Jeanne Pelletier</b>	
<b>Gregory Scofield</b>	<b>Clement Chartier</b>	<b>Howard Adams</b>
<b>Thelma Chalifoux</b>	<b>James (Jim) Sinclair</b>	

## Main Lesson:

This lesson fits well with the integration of technology in your teaching as students can do this research online. If this is not possible, you may need to print and circulate the biographies.

This unit could be covered in 1-3 class periods depending on your preferences. This could be a very informal formative assessment or a large, formal summative assessment. It can be conducted with the teacher's preferred media. See "Possible Assessments."

### GDI Resources:

**"Honouring Our Heroes: A Tribute to Métis Veterans"** (Documentary), Gabriel Dumont Institute

Watch online for **free** at: <https://www.youtube.com/watch?v=Hdob7F58J5o>

***Let Me See Your Fancy Steps***, by Jeanne Pelletier, Sylvie Sara Roy and Wilfred Burton

Available for purchase at: <https://gdins.org/product/let-me-see-your-fancy-steps/>

***Medicines to Help Us: Traditional Métis Plant Use***, by Christi Belcourt

Available for purchase at: <https://gdins.org/product/medicines-to-help-us-book-only/>

***Women of the Métis Nation***, by Lawrence Barkwell, Leah Dorion and Anne Carrière-Acco

Available for purchase at: <https://gdins.org/product/women-of-the-metis-nation/>

**"The Métis Fiddle of Tristen Durocher in the Key of Kiyam"** (CD), by Tristen Durocher

Available for purchase at: <https://gdins.org/product/tristen-durocher-the-metis-fiddle-of-tristen-durocher-in-the-key-of-kiyam-cd-version/>

## Lesson #3

### Focus:

Power and Authority (PA) 4.1 - Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.<sup>18</sup>

Indicators of Learning:

(b) Illustrate the organization of the municipal or band decision-making process, including the name of the sitting mayor, reeve, or chief.<sup>19</sup>

\*A gap exist in the current curriculum, as it does not recognize Métis regions or locals within the organization of the municipal decision making processes for Métis people.

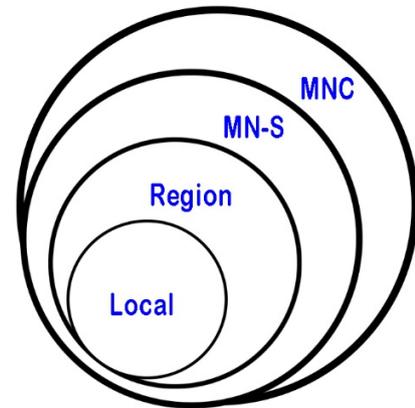
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<sup>18</sup> Ibid.

<sup>19</sup> Ibid.

Prior Knowledge (for the Teacher):

1. Research a Métis Local near you and see if they have a website, social media page, and determine the MN-S Region to which they belong. You may choose to print this information if you do not have access to technology in class.
2. Know the responsibilities of Municipal governments - <https://www.canada.ca/en/immigration-refugees-citizenship/services/new-immigrants/learn-about-canada/gouvernement.html>
3. Understand the responsibilities of Métis Regions and Locals. Please utilise the most current information on Métis Nation–Saskatchewan Regions and Locals.



**ARTICLE 5: REGIONS** (Constitution of the Métis Nation – Saskatchewan)

1. There shall be twelve (12) Regions set out in Schedule A of this Constitution.
2. The Regions shall be governed by a Regional Council composed of the Presidents of the Locals within the respective Regions along with a regionally elected representative who shall be the Chairperson of the Regional Council, as well as the Region's representative on the Provincial Métis Council of the Métis Nation Legislative Assembly.
3. The Regional Council shall have the responsibility of making all appointments to the Institutions and Affiliates at the Regional and Provincial levels. In the event that the Regional representative is not so appointed, he/she shall be an ex-officio member of all Regional Institutions and Affiliates. (amended June 26, 1997)
4. The Regional Council shall establish regional administrative offices.
5. The Regional Council shall be responsible for programs and services decentralized to that level.
6. The Regional Council shall enact a Constitution, which is not inconsistent with this constitution, and such Regional Constitutions shall be registered with the Head Office.
7. The Regional Council may incorporate with the appropriate government department.
8. The Regional Council may seek the necessary finances and resources to carry out its programs, services, objectives and duties, and where so requested the Provincial Métis Council shall assist in securing these necessary finances and resources.
9. The Regional Council shall assist their Local Communities in preparing to assume Métis self-government, which includes land, where this is an objective.
10. The Regional Council shall provide direction to their representatives on the Provincial Métis Council with respect to all matters, including the aims, objectives and aspirations of the Organization, and for their respective Regions. (Amended June 26, 1997)
11. Where a vacancy is created for any reason, including death or resignation, the Regional Council shall elect from the members of the Council an interim Regional representative who shall serve until a by-election has been held and the vacancy filled.

<https://metisnationsk.com/wp-content/uploads/2019/03/MN-S-Constitution-2008.pdf>

ARTICLE 7: LOCALS (Constitution of the Métis Nation – Saskatchewan)

1. The Locals shall be the basic unit of the Organization in each community.
2. The Locals shall be made up of a least nine members.
3. New Locals can be admitted by the Regional Councils provided this decision is ratified by the Métis Nation Legislative Assembly and the requirements herein are met.
4. Locals can be dissolved by the Regional Councils provided this decision is ratified by the Métis Nation Legislative Assembly and the requirements herein are no longer met.
5. The Métis Nation Legislative Assembly shall adopt rules pertaining to the admission and dissolution of Locals.
6. Each Local shall be governed by an elected leadership as determined through the Constitution of the Local, which may include terms of one to three years and elections may be by ballot box or conducted at a General Assembly of the Local membership. a) Each Local shall submit the names of their elected leadership to the Métis Nation- Saskatchewan Head Office within thirty (30) days of their election. (amended January 2004)
7. Any Métis who is sixteen (16) years of age or over and is a member of the Local shall be entitled to vote or seek office.
8. Each Local shall be enact a Constitution which is not inconsistent with this Constitution, including the establishment of portfolios, committees or other bodies required to address community and other issues, and such Local Constitution shall be registered with the Regional and Head Office of the Organization.
9. The Locals shall provide yearly updates of their membership to the Regional and Head Office, separating those members who are under sixteen (16) years of age from those sixteen (16) and over.
10. The Locals shall be responsible to prepare the Communities for the assumption of Métis self-government, which includes land, where this is an objective.
11. The Locals may incorporate with the appropriate government department
12. The Locals may seek necessary finances and resources to carry out their programs, services and objectives and where so requested the Provincial Métis Council of the Métis Nation Legislative Assembly shall assist in securing these necessary finances and resources.

<https://metisnationsk.com/wp-content/uploads/2019/03/MN-S-Constitution-2008.pdf>

Possible Assessments:

- Exit slip: “What are Métis Locals and Regions?”
- Critical Thinking reflective writing: “How are Métis locals and regions similar and different to municipal governments?”
- Quick oral report on Métis Locals and Regions.
- Write a newspaper article about Métis Locals or Region near you.

Motivational Set:

Show students the map of Métis Regions - <https://metisnation.sk.com/governance/#regions>

Ask them if they know what they are looking at. More than likely, they will have never seen anything like this map before. Question students as to whether they know what a municipal government is and what it does. Guide the conversation to talk about municipal governments near them, such as the city of Saskatoon.

Main Lesson:

Using the smartboard, whiteboard or chalkboard, ask students if they can name any powers municipal government oversees. Make sure to record any correct answers. If they are not all said, add them to the list either having students guess them or simply filling it out.

Separate the board in two and ask if students know any responsibilities of a Métis Region. More than likely, they will not know or use examples from the municipal government side. Explain that while Métis Regions have some of the same responsibilities, the municipal governments already provide most of these services and question again the responsibilities of the Métis regions.

From here, you may read out some of the responsibilities of Métis Regions and Locals from the MN-S Constitution or place them on the other side of the board in your own notes\* (preferred). This will allow students to draw comparisons between municipal governments and Métis Regions and Locals. Have students record these answers.

Return to the Region map and explain that these Regions each contain Locals that compare to wards, or smaller jurisdiction, in municipalities.

As a class, research a Métis Local or Region near you, using technology or a pre-made resource (see “Prior Knowledge for Teacher) and research the activities and services each provides to the Métis. This should include the name of the current president of the Local and the Regional Director for your region.

Closing:

See “Possible Assessments”

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Note that locals are not geographically determined within a community but ideologically determined by people who want to group together regardless of where they live in the community. New Locals may emerge and old Locals may disband. Regional boundaries may also change.

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Concept grasping poll: Thumbs up, thumbs down – You name some key concepts that need to be understood from the lesson and students give you either a thumbs up for understanding or a thumbs down to review concepts.



## Lesson # 4

Focus:

Power and Authority (PA) 4.1 - Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.<sup>20</sup>

Indicators of Learning:

Can my students: (c) Describe ways in which Saskatchewan people can be involved in the democratic process regarding decisions that affect their province, and explain why it is important to be an active participant in the democratic process? <sup>21</sup>

(Such as: vote in provincial elections; belong to a political party; run for member of the provincial or First Nations legislative assembly; communicate with the member of the legislative assembly about issues of concern.)

\*There exists a gap in the Saskatchewan curriculum that overlooks the Métis participants in the democratic process.

Prior Knowledge (for the Teacher):

Familiarize yourself with the Métis Nation – Saskatchewan

Métis Nation-Saskatchewan (MN-S) is a government that represents Métis citizens in Saskatchewan. The Métis Nation Legislative Assembly (MNLA) is the governing authority of MN-S, made up of the Presidents of Métis Locals and the Provincial Métis Council. The MNLA has the authority to enact legislation, regulations, rules and resolutions governing the affairs and conduct of the Métis in Saskatchewan.

<https://metisnation.sk.com/about-metis/>

The fundamental principles which guide the governance of Métis Nation-Saskatchewan are based on the *MN-S Constitution*, *The Métis Act*, *The Citizens Act*, *The Boundaries Act*, *The Senate Act*, *The MNLA Act*, and *The Wildlife and Conservation Action*.

The governance structure includes the MN-S Senate, and a Cabinet—the Provincial Métis Council—which is composed of the four-member executive, as well as of elected officials from the 12 regions and appointees for women and youth.

<https://metisnation.sk.com/governance/#executive>

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<sup>20</sup> Ibid.

<sup>21</sup> Ibid.

For more information visit: <https://metisnationask.com/wp-content/uploads/2019/03/MN-S-Constitution-2008.pdf>

And <https://metisnationask.com/about-metis/#affiliates>

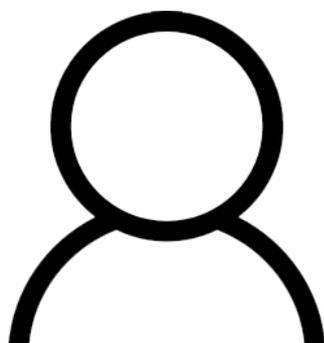
Possible Assessments:

- Take in students answers about Métis provincial government responsibilities.
- Exit slip on the difference between Regions, Locals, and the Métis Nation-Saskatchewan government.

Motivational Set:

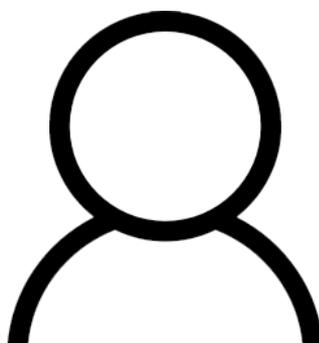
In reference to last lesson, ask students if they remember the name of the Métis Local president and the Regional Director. Ask students how they think they came into power. Explain to students how people in positions of power are elected. Tell students they will now be moving up a step and learning about Métis provincial governments, why voting is important and what it can do for a province.

Hold a mock Métis provincial election for students to understand the importance of voting. Provide the following three profiles to students, in either a handout or a visual in front of them (written on the board) and have them vote for one only. Have students write their votes on a piece of paper anonymously and take them in.



**Ambroise Garipée**

- Will make Métis Day a national holiday.
- Promises to help the Métis community.
- Will put money into Métis education for schools.



**William Smith**

- Will only address addictions for the Métis.
- Promises to help Elders/Knowledge Keepers.
- Does not want Métis Day to be a National Holiday.



**Gabriel Dumont**

- Promises to help the old and the poor.
- Wants land-based education to be mandatory.
- Will help Métis people find good jobs.

## Main Lesson:

Following the election, explain that without many people voting and choosing to pick their leadership, less capable or desirable people can come into power. Explain that while the answers are usually not so clear, and most people in government are capable, a vote is important to make sure the people in power are well suited for the province/community. In addition, using a T-chart compare and contrast the candidates before making a selection. Question a few students as to why they picked one over the other.

The T-Chart is a handy graphic organizer students can use to compare and contrast ideas in a visual representation. T-Charts can be used in any content area or genre, such as with books or book characters, scientific phenomena, or social studies events. Students will enjoy the easy format in which they can list similarities and differences between two different kinds of events or ideas.

[www.readwritethink.org](http://www.readwritethink.org)

Transition to explain how students have learned about Métis Locals and Regions, but the people who govern them are the Métis provincial governments. Using a map of Canada or by drawing one on the board, explain that Métis Regions and Locals are like municipal governments and wards for Métis people by circling your community. Now, circle Saskatchewan and explain that in government, Saskatchewan also has a level of government and so do all of the Métis people of Saskatchewan.

Using the map, explain that the Métis provincial governments are: the MNBC (Métis Nation of British Columbia), the MNA (Métis Nation of Alberta), the MN-S (Métis Nation – Saskatchewan), the MMF (Manitoba Métis Federation) and the MNO (Métis Nation of Ontario). If students ask about the others, explain that Métis people are connected through their historic ancestry to the Métis Homeland where the Métis Nation formed with its unique language, culture, traditions, and lifeways. Métis are distinct from First Nations and Inuit. People with Indigenous ancestry who do not have historic ancestry to the Red River Métis do not meet the criteria for Métis citizenship.

*“Métis means a person, who self identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation Ancestry and is accepted by the Métis Nation.”*  
<https://metisnation.sk.com/citizenship/#eligibility>

## Closing:

If there is time, do a comparative activity between Métis provincial government responsibilities and the Saskatchewan provincial government responsibilities. Should students ask why we need separate governments, explain that Métis people have inherent rights to govern themselves as Indigenous peoples and have governed themselves before the formation of Canada. Both the Provincial and Federal governments also oppressed them.

<https://www.canada.ca/en/immigration-refugees-citizenship/services/new-immigrants/learn-about-canada/gouvernement.html>

GDI Resources:

*An Institute of Our Own*, by Lisa Bird Wilson (Teacher Resource)

Available for purchase at: <https://gdins.org/product/an-institute-of-our-own-a-history-of-the-gabriel-dumont-institute/>

Lesson # 5

Focus:

Power and Authority (PA) 4.4 - Demonstrate an understanding of the Métis governance system.<sup>22</sup>

Indicators of Learning:

Can my students: (a) Research the structures of governance of Métis people in Saskatchewan?<sup>23</sup> (Such as: Métis local, Métis Nation of Saskatchewan, Métis National Council)

Prior Knowledge (for the Teacher):

Familiarize yourself with MNC website - <https://www2.metisnation.ca/>

Make sure all information below regarding the MNC is up to date.

Possible Assessments:

- Have students draw a model representing Métis governance structures.
- Quiz students on which Métis Region, Métis Provincial government and Métis Federal government their community is in.
- Quiz students on the responsibilities of all of the levels of Métis government.
- Reflective writing about what they have learned about Métis self-government.

Motivational Set:

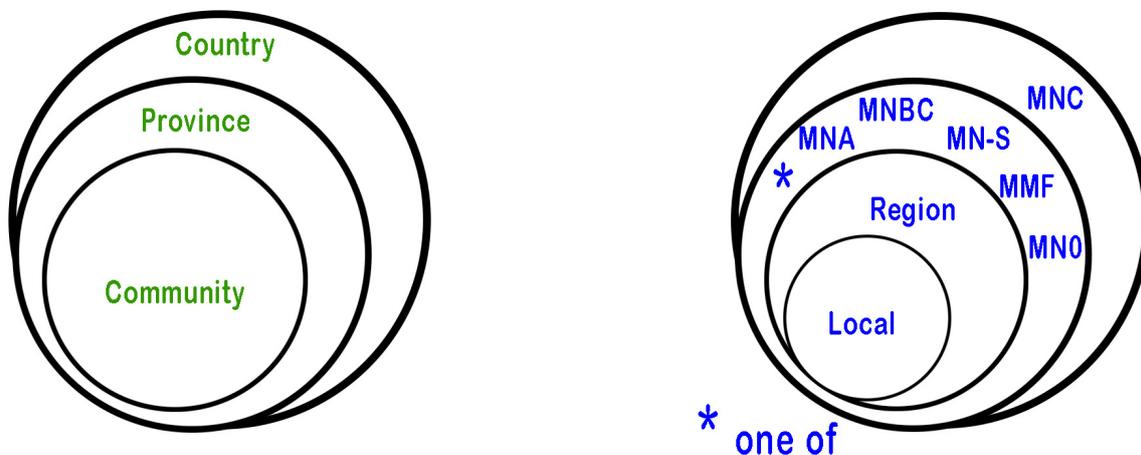
As students have been lead through the first two levels of Métis governance, they will now need to understand the federal level of Métis governance. Utilizing the same map of Canada from the lesson on provincial governments, ask students what they think the next step or one bigger step of government. When they guess all of Canada, utilize the smart, white or chalkboard to draw a graphic that demonstrates municipal government is under the jurisdiction of provincial government, which is all under the jurisdiction of federal government.

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<sup>22</sup> Ibid.

<sup>23</sup> Ibid.

Municipal government (city, region, community) > Provincial government (province) > Federal government (country)



Then, demonstrate the same graphic using Métis levels of governance.

Métis Locals > Regions > Métis Provincial Government (MNBC, MNA, MN-S, MMF, MNO) > Métis National Council (MNC)

Main Lesson:

Do a website inquiry with students as a class. (Print out beforehand if technology is unavailable).

Explore - <https://www2.metisnation.ca/>

Have students record the MNC's responsibilities to the Métis people of Canada.

Be sure to check out the Métis historical timeline, the FAQ section and the governance section. Make sure you are familiar with the resource to break down tough words and concepts for the students.

Make sure to name the current President of the MNC.

Closing: This is a good lesson to assess students on their learning in a summative manner.

See "Possible Assessments"

## Lesson #6

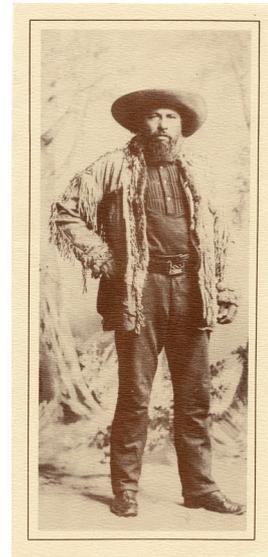
Focus: Power and Authority (PA) 4.4 - Demonstrate an understanding of the Métis governance system.<sup>24</sup>

### Indicators of Learning:

Can my students: (b) Compare the traditional processes for selection of leaders of Métis people to current practices for selection of leaders by the Métis people?<sup>25</sup>

### Prior Knowledge (for Teacher):

1. Traditional processes for the selection of Métis leaders were based on consensus of people in the community rather than a formal vote or election process. Take for example Gabriel Dumont. He became a leader amongst his community for his generosity in the community, his prominence in the buffalo hunt and his participation in the Battle of Grand Couteau. He also had a natural level of ability and leadership that drew people to him for guidance. His people made him a leader in his community through the general consensus that he was best for the community.



For more information visit:

<http://www.metismuseum.ca/resource.php/06280>

The Laws of the Hunt (see next page)<sup>26</sup>

<http://www.metismuseum.ca/resource.php/03152>

### Possible Assessments:

- Reflective writing on differences between traditional Métis elections vs. contemporary Métis elections.
- Critical Thinking composition on whether consensus or a formal vote is a better means of election.

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<sup>24</sup> Ibid.

<sup>25</sup> Ibid.

<sup>26</sup> Pelletier, J. "The Buffalo Hunt", The Virtual Museum of Métis History and Culture. Gabriel Dumont Institute, 1985. pg 16. <http://www.metismuseum.ca/resource.php/03152>

## **The Laws of the Hunt**

- 1. No buffalo to be run on the Sabbath-day**
- 2. No party to fork off, lag behind, or go before, without permission.**
- 3. No person or party to run buffalo before the general order.**
- 4. Every captain with his men, in turn, to patrol the camp, and keep guard.**
- 5. For the first trespass against these laws, the offender to have his saddle and bridle cut up.**
- 6. For the second offence, the coat to be taken off the offender's back, and be cut up.**
- 7. For the third offence, the offender to be flogged.**
- 8. Any person convicted of theft, even to the value of a sinew, to be brought to the middle of the camp, and the crier to call out his or her name three times, adding the work "Thief" at each time.**

Motivational Set:

Hold two decision-making processes with your class. One by majority rule voting and the other by consensus building.

In the first election, ask students to raise their hand for only one vote each. Ask them if they would rather do more maths today or more science today. Each student will vote for maths first or science after. Make sure to tally student votes. Explain to them while that may not be what you are doing today, but that vote represents an election or a majority vote. Explain that the outcome is based upon the majority.

In the consensus building activity, explain that consensus has a range of meanings. Most people think of it as meaning 100% agreement on an issue. To most Indigenous Peoples, it means all participants are provided an opportunity to express their opinions multiple times in a respectful and inclusive discussion until it has been thoroughly discussed. At that point, the minority will defer to the majority. In a way, it is respectfully agreeing to disagree and to accept the decision of the majority. This should not be established by voting, but by sensing the momentum of the discussion.

For the discussion around whether to have more math or science taught today, students can either raise their hands to provide input or use a talking circle format. For the first method, ensure that those who did not raise their hands are asked if they would like to add anything. For the talking circle format, ideally students move their desks to a circle format or sit elsewhere in a circle. An object like a talking stick or talking stone will be passed clockwise to indicate whose turn it is to provide input. No one else is to speak or interrupt. If a participant wants to pass, they move the object to the next person on their left. This format allows everyone input and forces each participant to listen to others and formulate what they wish to say based on what has already been said until it is their turn to speak. Respectful dialogue is a must. Participants are time-conscious in that in a class of 25 when you have an hour to discuss something, no one should speak more than 2 minutes. This is an extension of traditional talking circles that do not have time limits. It is necessary in a classroom setting because of time constraints.

Using a smart, white or chalkboard, write down the terms “majority” and “consensus.” Then, either write definitions of these terms for students or have them come up with definitions as a class.

Main Lesson:

Revisit the video - “Gabriel Dumont: Métis Legend” from [https://www.youtube.com/watch?v=FpYMf\\_smtKA](https://www.youtube.com/watch?v=FpYMf_smtKA)

Examine as a class why Gabriel Dumont may be selected as a leader by consensus. Have students explain why everyone might like Gabriel Dumont for a leader. (Re-view)

While on the subject, have students read some laws/legislation made by Métis consensus in “The Laws of the Hunt” - <http://www.metismuseum.ca/resource.php/03152>

Discuss how these rules may have been made by consensus or the “traditional way.”

Closing: This is yet another lesson to have students produce some writing for summative assessment.

See “Possible Assessments.”

GDI Resources:

*Métis Legacy II: Michif Culture, Heritage and Folkways*, by Lawrence Barkwell, Leah Dorion and Audreen Hourie

Available for purchase at: <https://gdins.org/product/metis-legacy-ii-michif-culture-heritage-and-folkways/>

### Lesson #7

Focus: Power and Authority (PA) 4.4 - Demonstrate an understanding of the Métis governance system.<sup>27</sup>

Indicators of Learning:

Can my students: (c) Compile an inventory of issues of current focus for Métis governments in Saskatchewan?<sup>28</sup>

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<sup>27</sup> Saskatchewan Evergreen Curriculum. Social Studies 4. <https://www.edonline.sk.ca/webapps/moe-curriculum-BB5f208b6da4613/CurriculumOutcomeContent?id=167>

<sup>28</sup> Ibid.

Prior Knowledge (for Teacher):

The MN-S Constitutional definition of Métis is utilized in the development and implementation of this objectively verifiable registry. The Métis Nation–Saskatchewan Constitutional definition is:

**ARTICLE 10: CITIZENSHIP**

DEFINITION (amended January 2004)

*“Métis means a person, who self identifies as Métis, is distinct from other Aboriginal peoples, is of historic Métis Nation Ancestry and is accepted by the Métis Nation.”*

“Historic Métis Nation” means the Aboriginal people then known as Métis or Half-breeds who resided in the Historic Métis Nation Homeland.

“Historic Métis Nation Homeland” means the area of west central North America used and occupied as the traditional territory of the Métis or Half-breeds as they were known.

“Métis Nation” means the Aboriginal people descended from the Historic Métis Nation which is now comprised of all Métis Nation citizens and is one of the “aboriginal peoples of Canada: within the meaning of s.35 of the Constitution Act 1982.

“Distinct from other Aboriginal peoples” means distinct for culture and nationhood purposes. All four parts of the Métis Nation–Saskatchewan’s Constitutional definition must be met in order to receive a MN-S Citizenship Card.

Through the commitment and dedication of our Citizenship Registry staff, the hope of registering all Saskatchewan Métis will be made possible.

In 2004 the Metis Legislative Assembly in Saskatchewan accepted the Metis Nation Council’s definition of Metis for the purpose of Citizenship. The MN-S Citizenship Registry began operations in 2009, registering more than 4,000 Métis citizens. After a closure from 2014-2017 work began to re-open the Provincial Citizenship Registry office and regional offices across Saskatchewan in the fall of 2017.

For more information visit: <https://metisnationsk.com/citizenship/#eligibility>

Note: The phrase “distinct from other Aboriginal Peoples” means that an Indigenous person who is Inuit or First Nations may not also have Métis citizenship even if they have Métis ancestry.

Possible Assessments:

- According to the Métis, who can be a citizen? Reflective writing

Motivational Set:

As this unit comes to a close, students will now have the ability to engage with some of the political issues at the top level of Métis governance. Explain to students that one of the biggest challenges facing Métis politics today is citizenship.

Show this map of the Métis homeland - <https://www.cbc.ca/news/indigenous/map-showing-m%C3%A9tis-homeland-boundaries-sparks-online-conversation-1.4928401> and explain that citizenship becomes one of the biggest issues as it does not include all of Canada. Students may have many questions at this point and it is important to stop and clarify that “the Métis Homeland” refers to geographic regions where Métis culture was specifically the lifestyle of those with Métis ancestry and the people were self-directed. While the first generation of Métis people, had one

First Nation parent and one European parent, subsequent generations inter-married with other Métis, with First Nations individuals, and with some non-Indigenous people but lived the Métis lifestyle connected to their historic Métis ancestor. Explain to students that this is why most of Eastern Canada is not included. People with some Indigenous ancestry but with none from the historic homeland, cannot meet the required criteria for citizenship.

Main Lesson:

Current Métis governing bodies, provincially and nationally, hold varying opinions about what constitutes being Métis. The above criteria from 2004 was accepted by the provincial Métis governments who are members of the Métis National Council but some members have since registered people who cannot meet this criteria.

Show this video as a start point - <https://www.youtube.com/watch?v=qUKcxc6-IDA>

While some of these concepts may be difficult for student to understand, it is important for students to learn these issues, be able to break them down and reflect on them. Therefore, following the video, have a class discussion on what students have learned from the video. Take a few key points as examples.

Closing: This lesson was designed to include a reflective writing on who is Métis.

See “Possible Assessments.”

