

Bringing Métis Children's Literature to Life

Teacher Guidebook for GDI Publications

Compiled by Wilfred Burton



Second Edition

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Publisher's Introduction

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The Mission of the Gabriel Dumont Institute (GDI) is two-fold:

To promote the renewal and development of Métis culture through research, materials development, collection and distribution of those materials and the design, development and delivery of Métis-specific educational programs and services.

GDI Press is proud to have produced over 300 educational resources which preserve and promote Métis history and culture while supporting the work of Métis Elders, authors, historians, poets, performing artists, visual artists, cultural experts, and educators. These print, audio-visual, and multi-media resources contribute to the ongoing legacy of our rich heritage, vibrant traditions, and contemporary cultural expressions.

These resources provide a strong Métis voice and perspective, and counter inaccurate information about the Métis or perspectives that are opposed to a Métis point of view.

Métis define “teacher” broadly. Traditionally this meant someone who had knowledge to share and was willing to pass it on. This guide was created to assist teachers who want to use our resources to help people learn about the Métis. This is a dynamic guide that will grow and evolve as additional ideas and new resources are developed and published.

We are grateful to each of the contributors for their thoughtful ideas, to Wilfred Burton for compiling the guide, and to the rest of the project team of GDI staff who helped in its development. We are also grateful to those who want to share and use our resources. *Maarsii!*

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Introduction:

Bringing Métis Children's Literature to Life is a guidebook for teachers to support the children's literature published by Gabriel Dumont Institute (GDI). Not only will teachers be able to teach about the Métis but they will also utilize strategies that foster and promote literacy development (listening, speaking, reading, writing, viewing, and representing).

The stories used in this guidebook are written and illustrated by Métis authors and illustrators. Each story brings traditional and contemporary Métis culture to life. They honour the past and present. Métis children often see themselves in these publications. Non-Métis students will see and connect with the universal themes and relate them to their own lives while learning about Métis culture. Most importantly, this resource is about engaging readers in the history and traditions of Métis culture through literature.

Métis children's literature is found in classrooms, and in school libraries and public libraries all across Canada. Teachers use the books in various ways to bring awareness of the culture and teach outcomes. However, teachers are not always an "insider" in the culture, and often search for ideas on how to incorporate Métis content into their practice. There is a desire by teachers to be more inclusive, but they may not know how. This resource assists teachers in being culturally responsive while at the same time allowing them to teach provincial outcomes.



Guidebook Structure:

The children's literature lessons are organized in clusters based on a larger theme. The lessons within each cluster can be done in isolation (per book) or can be done cumulatively (series of books). Like the many interconnected strands in a sash, the intricacy of each lesson can be woven into a full blown unit or a more intense study of the Métis. After reading, discussing and elaborating on each book within the cluster, there is a "project" to delve deeper into the content if desired.

Book Cluster #1:

- *The Flower Beadwork People*
- *Métis Camp Circle*
- *The Voyageurs*
- *Road to La Prairie Ronde*
- *My First Métis Lobstick*

Projects: Then and Now/
In the Beginning

Book Cluster #2:

- *Fiddle Dancer*
- *Dancing In My Bones*
- *Call of the Fiddle*
- *The Métis Alphabet Colouring Book*

Support:

- *The Flower Beadwork People*

Projects: Who Are The Métis? RAN/
Readers' Theatre/Fingerweaving

Book Cluster #3:

- *The Giving Tree*
- *Relatives With Roots*
- *Diamond Willow Walking Stick*
- *Better That Way*

Support

- *Medicines To Help Us*
- *The Bulrush Helps The Pond*

Projects: Beliefs and Values/
Medicine Mini Inquiry/Virtue of
the week

Book Cluster #4:

- *Sasquatch Exterminator*
- *The Beavers' Big House*
- *Roogaroo Mickey*
- *Stories Of Our People*
- *The Story of the Rabbit Dance*

Project: Fractured Tale

Book Cluster #5:

- *Manny's Memories*
- *Road Allowance Kitten*
- *Road Allowance Kitten: Broken Promises*
- *Métis Christmas Mittens*
- *Kohkum's Babushka*

Project: The Métis Post-Resistance

Book Cluster #6:

- *The Big Tease*
- *Peter Fidler and the Métis*

Project: Memorable Métis Figures
in History, Past and Present

Dance Cluster:

- *Métis Dance*

Support Resources:

- *The Bulrush Helps The Pond*
- *Medicines To Help Us*



Structure of the Lessons:

The “Before, During, and After Reading” lesson structure is used in this guidebook. It is extremely important to set a purpose for reading in the “Before Reading” portion of the lesson. Equally important, is to focus on a goal or outcome in the “During Reading” portion of the lesson. It will give students a purpose for listening and reading the text as well as a structure to enhance comprehension. The “After Reading” portion of the lesson is when students respond to the text to deepen their understanding. The point of using this kind of lesson structure is to increase comprehension and, in the end, have the students learn about strategies ([highlighted in blue](#)) and content (indicated in the “Themes in Book” section).

Reading and Inquiry Focus:

This resource is not about how to teach reading, however, various strategies are used to teach comprehension. It is not a book about how to teach through inquiry but rather uses the principles of small group inquiry to enhance comprehension.

Reading is about thinking. It is important to [ask questions, infer and visualize, activate background knowledge, determine importance, synthesize, and summarize](#) as well as make [connections](#) in an effort to promote understanding. When we read and acquire knowledge, we integrate it and actively apply it to our own experiences, situations, and circumstances. When we allow for authentic reader response, we learn how to act and behave, persuade others, and even take action. “Comprehension is the evolution of thought that occurs while reading, listening, or viewing. It is the inner conversation that we have with text—the voice in our heads that speaks to us ... That’s comprehension—how our thinking evolves and changes while we read—not being able to answer a list of literal questions afterward.”¹

By having an **inquiry focus** we equip our students with a repertoire of social strategies. Small group inquiry work is lifelike, and generates energy for interactive engagement. It leverages one another’s thinking and highlights the different skills and talents of each group member. By using small flexible groupings or research teams, we are able to differentiate and provide support to enhance student achievement. We start from what is known and move toward new learning based on choice and burning questions.

*This is an interactive PDF. Some text may be hyperlinked to other sections of the document (underlined text) and all web links can be visited by clicking the linked text.

¹ S. Daniels and H. Daniels. *Comprehension and Collaboration: Inquiry Circles in Action*. Portsmouth, NH: Heinemann, 2009: 29.



Book Cluster #1: In the Beginning

1.1 The Flower Beadwork People

Author: Sherry Farrell Racette
Illustrator: Sherry Farrell Racette
Translator: Norman Fleury

Overview of Story: A vibrantly-illustrated social history of the Métis by artist Sherry Farrell Racette. This book was originally produced as a special project to commemorate the one hundredth anniversary of the 1885 Resistance.

Themes in this book:

- Métis history
- Voyageurs and trading
- Clothing and food
- Family and communities
- Métis arts and crafts
- Transportation
- Music and dance
- Celebrations

Possible Curriculum connections:

Language Arts

- Comprehend and respond
- Comprehension strategies
- Analyze and interpret

Math

- Symmetry
- Currency

Science

- Interdependence of humans and animals
- Diversity of living things in local ecosystems

Arts Education

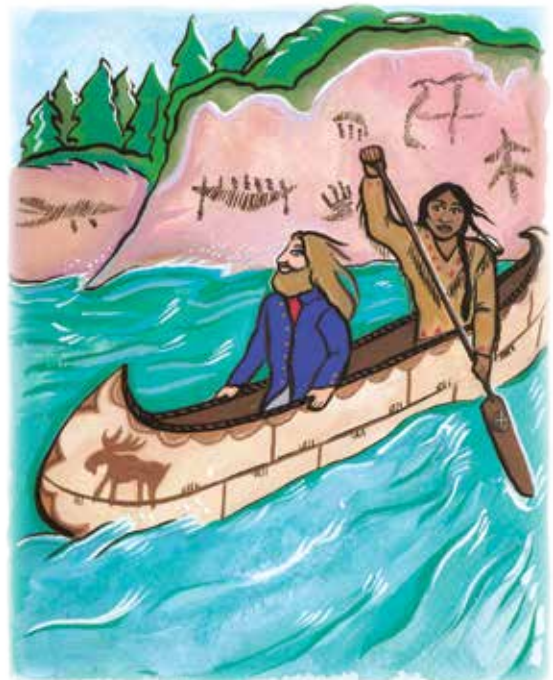
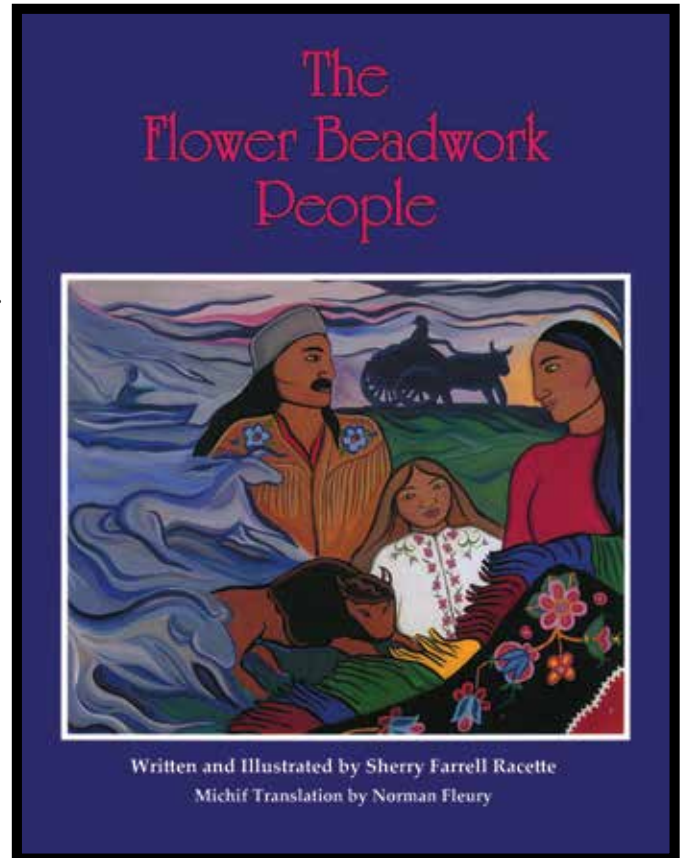
- Beadwork/quillwork
- Dance

Social Studies

- Interactions and interdependence of nations
- Relationship with the land
- Aboriginal heritage
- European influence
- Cultural change
- Historic events

Health/Physical Education

- Healthy lifestyles



Before Reading: Before you have the students read on their own, model **Tracking Thinking** by having all students code while doing a shared reading of one paragraph. Distribute one paragraph to all the students and have them read it out loud together. After reading the short paragraph, code the text: 1) something they already know, 2) something new, 3) something they may be confused by. (See code below) In this way, students will know what to do when reading independently.

During Reading: As students read sections of *The Flower Beadwork People* have them track their thinking in the following manner: Using stickies have the students read a paragraph, then stop and code or photocopy sections of the book so students can code right on their copy.

Tracking Thinking Codes:

✓ checkmark= something already known

L = new learning

? = question (record the question)

?? = confusion

* = important information

C = connection/reminds me of

! = exciting

After Reading: After a set period of time, share the stickies in small groups or as a large group. Teachers can direct students to use only two or three codes at a time if it is too confusing.

*Introduce the codes gradually and by the end of the school year, students will be able to use all codes automatically, particularly if the chart is posted in the classroom.

Additional Post-Reading Lessons for The Flower Beadwork People:

Countdown Activity:

Countdown is an adaptation of the old "Twenty Questions" game where students are encouraged to work together to synthesize information and to process this information in a way that narrows the possibilities.

1. Students are paired or grouped.
2. One student per group is asked to privately write down any item related to *The Flower Beadwork People* (person, location, event, animal, etc.) This slip of paper is then concealed/hidden.
3. Students take turns asking the speaker questions that can only be answered "yes" or "no" or "I don't know."
4. The questioning group only has a preset number of questions they can ask.
5. Students need to listen very carefully so they don't waste a question by repeating it.
6. The goal is for the students to guess what was on the hidden piece of paper.

Adaptation of this game: Students can have an item written on a piece of paper and stuck to their back while they move around the room asking questions of each other. The student with the piece of paper on their back doesn't know what is on the paper. They must ask questions of the others who can see the paper. Others can respond by saying "yes" or "no," or "I don't know."

Adaptation: Collect the student-generated ideas for future use and to check if both concrete and abstract suggestions are being made.



1.2 Métis Camp Circle: A Bison Culture Way of Life

Author and Illustrator: Leah Marie Dorion
Translator: Norman Fleury

Overview of Story: During much of the nineteenth century, bison hunting was integral to Métis social, economic, and political life. As “People of the Buffalo,” the Métis were bison hunters of excellence. In *Métis Camp Circle: A Bison Culture Way of Life*, author and artist Leah Marie Dorion transports young readers back in time when bison were the basis of Métis life-ways on the Plains. Vibrantly illustrated and infused with important cultural teachings, this charming book skillfully informs us about this important part of Métis history.

Themes in this book:

- Bison/Buffalo
- Métis
- Hunting
- Governance
- Métis lifestyle
- Relationship between animals and humans
- Métis worldview
- Seasons
- Teachings
- Meat
- Transportation

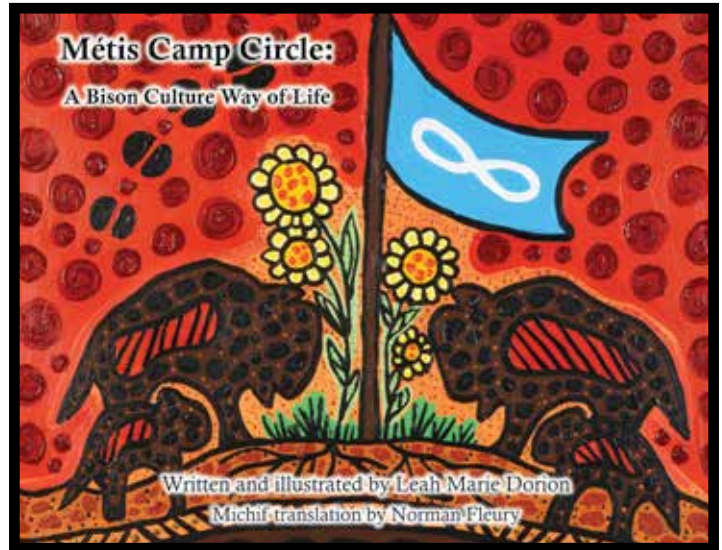
Possible Curriculum Connections:

Language Arts

- Listen purposefully to a range of texts from a variety of cultural traditions.
- Social responsibility (teamwork)

Art

- How arts expressions from various groups and communities are a reflection of their unique environment.
- Investigate, analyze, and describe features (e.g., media, techniques, use of symbols and imagery) of Métis arts expressions.
- Métis artists express cultural identity in contemporary work.



Social Studies

- Sustainable management of the environment (loss of bison).
- Cultural change over time.
- Laws of the hunt.

Science

- Interdependence of plants and animals with humans.
- Habitats and communities.
- Simple machines (Red River cart).
- Characteristics and behaviours of mammals.
- Indigenous knowledge of ecosystems.



Before Reading/Listening:

Discuss what the students know about Indigenous peoples and their relationship with the bison.

Introduce the idea that sometimes animal behaviors are imitated by humans. Can you think of anything? E.g.: Store food for winter, etc. Can you think of other ways humans mimic animal behaviors?

As the story is read, keep this in mind. How did the Métis mimic bison behaviors?

In addition to this, record or sticky note where the author tells you about the various items made from the bison.

During Reading:

Each time you come upon a way that humans mimic bison behaviors, jot it down or mark it with a sticky note.

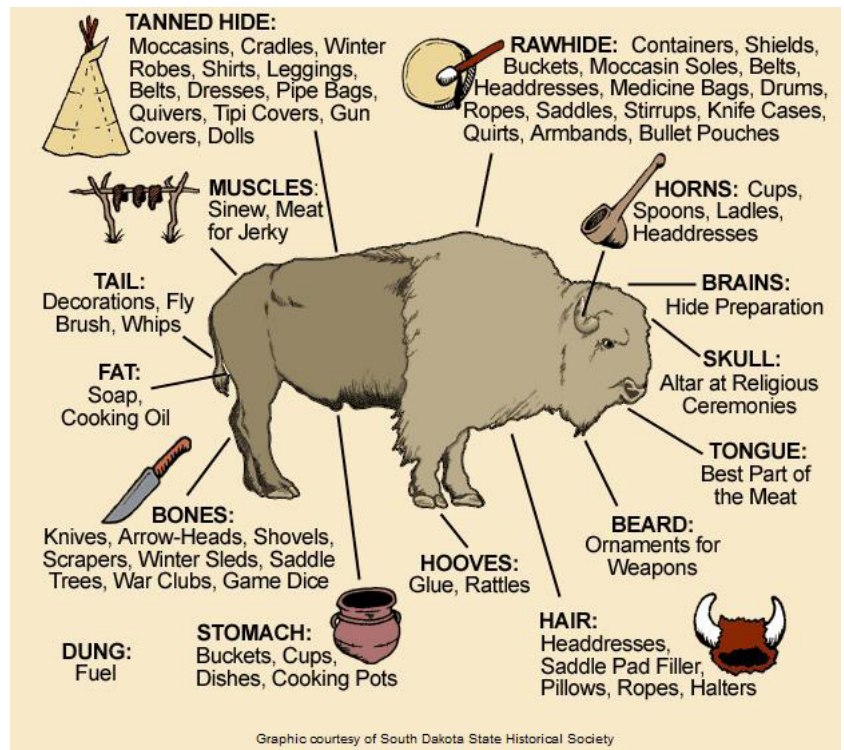
When you come to the section on where the author tells you about the various items made from the bison, jot them down or put a sticky note.

After Reading:

Let's discuss what you found during reading about how the Métis mimicked the bison (share what is on their sticky notes). What makes these such good teachings?

Let's draw a simple bison in the middle of the page. Now draw an arrow to the different parts of the bison and list what item was used from that part of the bison. If you don't have all of the parts covered, research additional uses. Check page 37 to add to your page and read page 42 where Patrice Fleury tells about the bison hunts.

Is there an animal you particularly like? List some teachings you might have from that animal.



Additional Activities for this book:

1. Art styles: Look at the illustrations. They are a particular style of art that Leah has created. Look at other books and art pieces of Leah's and describe her style. Can you replicate it by drawing a bison(s) and decorating it in Leah style?
2. Now research Simone McLeod paintings. Simone's art style is a bit different. She is also an Indigenous artist. Simone cuts out templates and does a form of printmaking.
 - a. First draw a fairly large bison on an 8.5" X 11" piece of heavy stock paper (any pose). You just need the outline, not all the details inside the drawing.
 - b. Make a hole with your scissors in the middle of your bison outline, then cut out the inside of the bison carefully (The outside of the paper should not be cut).
 - c. Cut up sponge pieces into smaller pieces. Use the sponge pieces to dab the paint with.
 - d. Place the cutout of the bison on another piece of paper. You might want to paperclip all four sides so it doesn't move or slip.
 - e. Now you can begin sponge painting. Take a sponge piece and dab it in paint of your choice, dab the excess on paper towel a couple times to get the extra paint off, then dab (not paint like with a brush) on the inside of the bison template. You can repeat this process as many times as you want on the paper but just make sure your bison is dry before you set up for the next colour.
 - f. To mimic Simone's style, wait until your paint has dried, then take a new clean sponge and dab in black paint, dab it off on paper towel, then carefully dab just the outer part of the bison so it will be outlined when the template is taken off.
 - g. Do additional cutouts and repeat the process if you want. Perhaps you want to add a wolf or a sun or trees?
3. On page 27 it says, "Through the bison teachings, the Metis created laws to never let the children, Elders, the sick or the infirm go without food or care. Sharing made the Metis camp circle very welcoming and comfortable for all."

In your community there are people less fortunate than many of us. Let's list some ways in which we can help others, then we will vote on which one (or break into groups) and carry out the task. Let's try and live by the teachings of the bison. (<https://blog.prepscholar.com/129-examples-of-community-service-projects>) has lists of ways in which you can help others including animals.
4. This story gives examples of different ways the Métis monitored their people and camps to keep everyone safe. What pages tell you about this? (Pages 9, 11, 13, 27, 31, 38). Discuss how the Métis kept everyone safe. How is it similar or dissimilar to today's ways? What can we learn from this way of life?



1.3 The Voyageurs: Forefathers of the Métis Nation

Author: Zoey Roy

Illustrator: Jerry Thistle

Translator: Norman Fleury

Overview of Story: *The Voyageurs: Forefathers of the Métis Nation* tells an old story integral to both the birth of the Métis Nation and to the development of Canada in a new and engaging format. Zoey Roy has eloquently transformed the history of the voyageurs into a spoken-word performance poem which she has shared live at numerous events over the last several years. In this innovative resource, Zoey masterfully informs the reader and listener of the voyageurs' history, background, and lifeways in the format popular with today's youth. To fully appreciate Zoey's masterful delivery, a DVD to accompany this book was essential. Combined with Jerry Thistle's evocative illustrations and Norman Fleury's Michif translation, this resource becomes a teaching tool, a work of art, and the impetus for further research all in one.

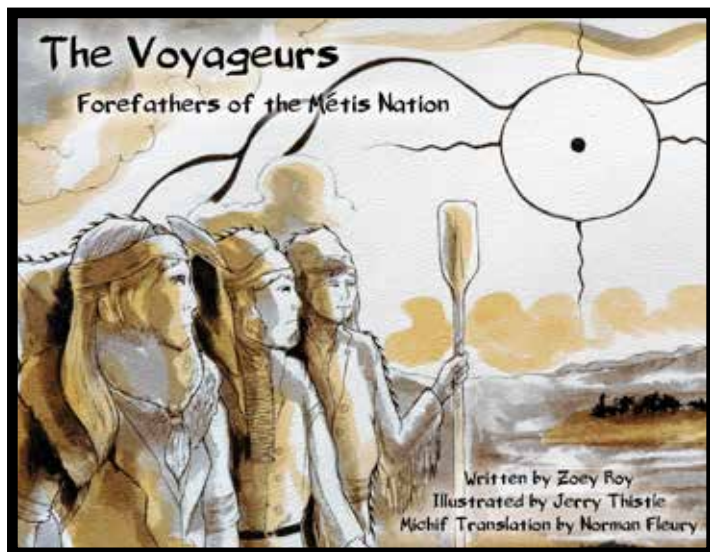
Themes in this book:

- The genesis of the Métis Nation
- Voyageurs
- Fur Trade
- Country Wives
- Endurance, perseverance, sacrifice
- Waterways
- North West Company
- Families
- Ceremony
- Paddle songs
- European fashion
- Living off the land

Possible Curriculum Connections:

Language Arts

- Recognize the range of cultures, experiences, and ideas conveyed through First Nations and Métis texts.
- Explore topic, problem, question, or issue



in a variety of ways (e.g., dance pieces, visual representations, drama in context, diagram, demonstration, and charts).

Science

- Interdependence of plants and animals, including humans, within habitats and communities.
- Indigenous knowledge of ecosystems

Social Studies

- How First Nations and Métis have shaped and continue to shape Saskatchewan.
- History of Euro-Canadian and European immigration to Saskatchewan, including explorers and fur traders.
- Relationship of Métis with the land.



Social Studies Continued

- Euro-Settler influence on pre-confederation Canadian society.
- Importance of sustainable management of the environment.
- Cultural change over time.

Arts Education

- Ways the arts can express ideas about identity.

Before Reading/Listening:

Show students a map of pre-contact North America. Have the students imagine what Canada was like before European influence, when there were just Indigenous peoples on Turtle Island. What was it like? Who were the people who inhabited the land on which the school sits? This could be the beginning of great inquiry project.

(<http://comparativeedresidentialschool.weebly.com/life-pre-contact-for-aboriginal-people.html>)

Ask: What was the big attraction for Europeans to come to Canada and then stay? (Fur trade). How did the fur trade shape what Canada is like today?

This book was originally a spoken-word piece that was then published in book format. Can anyone define spoken-word? Explain to the students if they don't know. (*Spoken Word is poetry intended for onstage performance, rather than exclusively designed for the page. While often associated with hip-hop culture, it also has strong ties to storytelling, modern poetry, post-modern performance, and monologue theatre, as well as jazz, blues, and folk music. Due to its immediacy and direct rapport with its audience, this type of poetry often contains references to current events and issues relevant to a contemporary audience. At its best, spoken word is a powerful, high-energy form of expression that attracts artists and audiences of all ages from a wide range of disciplines and socio-cultural backgrounds.*)
From Urban Dictionary: <https://www.urbandictionary.com/define.php?term=Spoken%20Word>

Listen to Zoe doing this selection in spoken word format. How is it different than when you read it?

During Reading:

First read silently and as you read, find the beat of the words. The second time around read aloud to a beat.

After Reading:

Examine the questions and discussions you had in the prereading stage. What else do you know about the genesis of the Métis Nation from reading this piece? What else do you know about why Europeans came to Canada?



Additional Activities:

- Break into pairs or small groups and practice reading sections out loud. Add sounds and different intonations. Record and listen. Present to the class.
- Beaver Activity: (See *Peter Fidler and the Métis* lesson plans in *Bringing Métis Children's Literature to Life Teacher Guide*).
- Endurance: The voyageurs could paddle a canoe at 40 strokes per minute for up to 12 hours. Set up a course in the gym where a student would have to carry a weight, conduct a paddle simulation, and climb as in portaging. Who has the best endurance? Can you make a statement at the end of this simulation on what it would take to have the stamina of the voyageurs?
- Mapping: Starting in Montreal (Lachine), Athabasca Basin (Portage La Loche) to the Pacific Northwest. How would they travel such distances in short periods of time? What barriers did they overcome?
- What are some of the advantages of being a "Pork eater"? What are some of the advantages of being a "Northmen"?



1.4 Road to La Prairie Ronde

Author: Cort Dogniez

Illustrator: Jade McDougall

Overview of Story: *Road to La Prairie Ronde* takes the reader on an imagined journey of the author's ancestor, Frederick Dumont, from his home in Batoche to the Métis settlement of La Prairie Ronde, known today as Round Prairie. Frederick was a relative of the famous Métis leader, Gabriel Dumont. Frederick's journey takes place just a few years prior to the tragic events of the 1885 Resistance.

This charming coming-of-age story focuses on young Frederick learning valuable lessons from his family as he begins his own journey from boyhood to manhood. The Cree and Métis concept of *wahkotowin* is central part of this story. *Wahkotowin* is about maintaining and affirming relationships with the Creator and the natural world and with families, communities and indigenous nations. We have a relationship to all things.

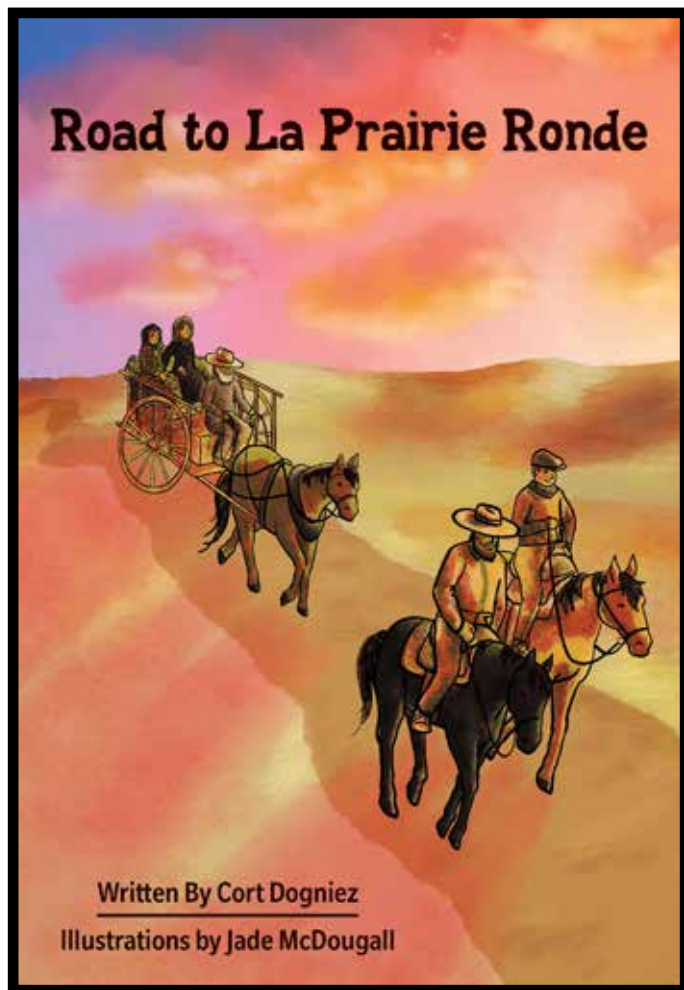
Themes in this book:

- Transportation
- Family
- Métis communities
- Genealogy – kinship
- Relationship with the land
- Relationship with the Dakota
- Travel pre-1885
- Coming-of-age
- Bison hunting
- Humour
- Familial relationships

Possible Curriculum Connections:

Social Studies

- Analyze how the Métis have shaped Saskatchewan.
- Correlate the impact of the land on lifestyles and settlement.
- Analyze strategies people have developed to meet environmental challenges.



- Analyze the relationship Métis have to the land.
- Assess the impact of the environment on the lives of people.
- Analyze ways the land affects human settlement and social organization and ways human habitation affects the land.

Language Arts

- Building community (theme).
- Social responsibility (theme).
- View and respond to text (including maps).
- Listen, summarize, and paraphrase.
- Compose and create a plan, label drawing, etc.



Science

- Investigate simple machines (including wheels, levers, axles, inclined plane, moving, and lifting loads).
- Assess how man-made simple machines affect individuals, society, and the environment.
- Understanding of indigenous knowledge to ecosystems.
- Assess human activity on habits and communities.

Before Reading:

Read this story over a period of three days (one chapter per day). Look at the title and make predictions as to what the book will be about. After the first chapter, predict what will happen next. After the second chapter, do the same thing.

List the different ways of transportation in the story (Red River cart, on foot, on horseback).

Using a map, find Batoche and then "Métis Round Prairie cemetery" (Whitecap is close to Round Prairie if it is not on your map). Calculate the distance between the two. How long would it take for someone to go on horseback? On foot? In a Red River cart? In a canoe (this would be inference because in the story they didn't canoe on the South Saskatchewan river)? Discuss modes of transportation and compare to what it is like now.

During Reading:

While reading, have the students focus on the methods of transportation (horseback, on foot, canoe, and in a Red River cart). Are there any clues as to how easy or difficult it was OR what the land or terrain was like or how easy it would be to travel? Use sticky notes if needed.

After Reading:

1. Discuss what methods of transportation was in the story and whether it was easy or hard method of getting from point A to point B.
2. Discuss how long it took Frederick's family to get to their destination. What obstacles did they encounter along the way?
3. Discuss the design of the red river cart and the purpose of each part of it. You may have to do a bit of research to find out more information about the red river cart. Find out how important this mode of transportation was for the Métis of that era.
4. Now present the problem to the class: Build a red river cart that can hold weight and also float on water (without weight in the back)
 - a. Each person or pairs of people will get time to plan and collect cardboard (or have some ready for the students) to make a Red River Cart. The cart must be able to hold weight without breaking and it must be able to float (two criteria of a real red river cart).
 - b. Plan the design of the cart and a list of supplies
 - c. Make the red river cart entirely out of cardboard. Let it dry for a day or two
 - d. Now comes time for the competition. Get a larger tub or bucket with water. Place the cart in the water. Did it float or sink? Time how long it takes to sink the cart. If it doesn't sink then you are a good red river cart maker. Let the cart dry before Part II of the competition.
 - e. Part II of the competition. If you have metric weights use them, if not, use coins (how many quarters can it hold). Which individual or pair's cart lasted the longest before collapsing? Calculate the weight of the coins.



- f. Don't forget to take pictures of the constructed red river carts, perhaps even a video.
- g. Compare times. Compare weights. Compare designs. Evaluate what worked better for building materials and design.

Additional Lessons (From *Road to La Prairie Ronde*):

Mapping Skills

Use a variety of maps from the 1880s, including territorial maps featuring major cart trails, to identify landmarks and political boundaries that helped people navigate from place to place:

Landforms—waterways, hills, valleys

Sites—towns, villages, forts, reserves, railways

Territorial and provincial boundaries, Treaty territories

Plot the route Frederick and his family followed from Batoche to La Prairie Ronde, and estimate their major rest stops. "Western Canada, Major Cart Trails, Pre 1880s."

<http://www.metismuseum.ca/resource.php/01827>.

Métis Scrip

The story mentions that the Métis were frustrated that their right to land was not being honoured by the Dominion of Canada.

Watch a video to learn more about Métis scrip.

https://teaching.usask.ca/curriculum/indigenous_voices/land-agreements/chapter-11.php.

Learn more from Leah Dorion and Darren Préfontaine with their essay, "Métis Land Rights and Self-Government."

<http://www.metismuseum.ca/resource.php/00725>.

The Fur Trade

A large number of Métis were involved in the fur trade as part of their livelihood. To learn how the fur trade worked, play the game, The Fur Trading Game and see how successful you might have been trading furs.

<https://www.canadashistory.ca/getmedia/5d0d46a7-21be-48ed-942d-d896aef911c9/EduLesFurTraderGame.pdf.aspx?ext=.pdf>.

For another fur trade activity, see the "Peter Fidler and the Métis" section of this guide.

<http://www.metismuseum.ca/resource.php/13827>.

Michif Vocabulary

Heritage Michif is one of three Michif languages spoken in Saskatchewan. It is a combination of French nouns and Cree verbs. Create a vocabulary list from the story and use the Michif dictionaries found on the Gabriel Dumont Institute website, the Virtual Museum of Métis History and Culture, to learn how to say the vocabulary words in Heritage Michif and Northern Michif.

http://www.metismuseum.com/michif_tools.php.

Camping Trip

Many families like to travel and go on camping trips. If you were going to be camping for three days what would you need in order to make the trip enjoyable?

Frederick and his family were gone for three days in 1883. Create a camping list for their family and include items that you think they would have taken with them in their Red River cart.



Family Orchard

Knowing their family orchard has always been important to the Métis. Frederick knew his immediate family along with his uncles, aunts, cousins, grandparents and great-grandparents. Create a family orchard of your own and label each person's relationship to you (brother, step-sister, grandmother, cousin, etc.)

For a printable family orchard, see the Who Are the Métis? unit plan, on page 98.

<http://www.metismuseum.ca/resource.php/149612>.

Family Stories

Frederick was looking forward to having a variety of experiences on the *Road to La Prairie Ronde*. His chapman wanted to hear all about them. Sometimes to remember events, we write them in the form of a poem or song. As a group, see if you can create a poem or song about Gabriel Dumont riding a bison. Take one of your own family stories and write a song or poem about it. Share it with your class.

Further Study

Learn and inquire about Métis seasonal cycles; research Métis inventions and ways of travelling; teach about the bison hunt; inquire about Métis rites of passage, such as the hunt; learn about the importance of storytelling and intergenerational connection in Métis communities; research the history of Métis politics from 1869-1885; inquire about Métis community and family connections; have an Elder teach about seasonal cycles through storytelling; map out Métis communities in Saskatchewan and connect them to each other visually; inquire about the building of Saskatoon; map communities along the Carlton Trail; and visit Round Prairie and Batoche.

There are many helpful essays on The Virtual Museum of Métis History and Culture (www.metismuseum.ca) to help you in your studies.



1.5 My First Métis Lobstick

Author: Leah Marie Dorion
Illustrator: Leah Marie Dorion
Translator: Norman Fleury

Overview of Story: Leah Marie Dorion's *My First Métis Lobstick* takes young readers back to the Canada's fur trade era by focusing on a Métis family's preparations for a lobstick celebration and feast in the boreal forest. Through the eyes of a young boy, we see how important ceremony was to the Métis community. From the Great Lakes to the present-day Northwest Territories, lobstick poles – important cultural and geographical markers, which merged Cree, Ojibway, and French-Canadian traditions – dotted the landscape of our great northern boreal forest. This little known aspect of Métis history vividly comes to life through Leah Marie Dorion's crisp prose and stunning gallery-quality artwork.

Themes in this book:

- Fur trade
- Métis (families, identity, entertainment, roles)
- Commerce (trading posts, jobs, Forts)
- Waterways for travel (trade routes)
- Beacons for travel (Lobstick, Maypoles)
- Celebrations (competitions, honoring, entertainment)
- Carving and symbolism
- Food (fish pemmican)
- Environment (boreal forest, using all parts of plant, animal, and location)

Possible Curriculum connections:

Language Arts

- Comprehend and respond
- Compose and create

Social Studies

- Interdependence of nations
- Aboriginal heritage
- Impact of environment on the lives of people
- Cultures and traditions



Arts Education

- Arts expressions that use the environment for inspiration
- Variety of visual arts forms

Before Reading:

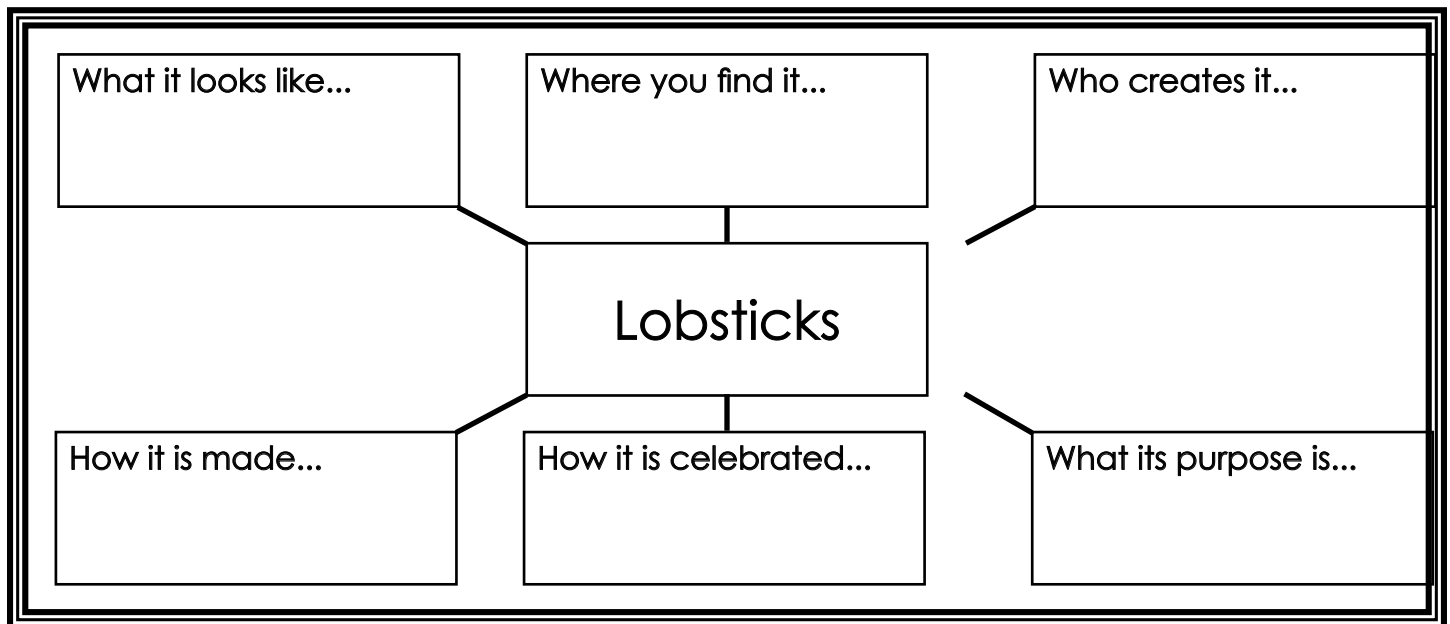
Post charts around room with the following headings:

- A) Lobsticks
- B) Fur Trade
- C) Water Transportation
- D) Métis
- E) Boreal Forest

Have the students record their background knowledge OR predictions on each topic in small groups in carousel fashion. Then read the book and have the students return to their initial groups and carousel around the room with different coloured markers. Circle predictions/background knowledge if the idea was confirmed from the text and add new content if missed. Cross out misconceptions.

Story walk. If this was done as a read-aloud, take the students outside and read the book in different places. Think about the environment and how it is similar or different from the book.

During Reading: Using an attribute web graphic organizer, write down the various attributes of a lobstick. <http://www.mcrc-online.ca/documents/buehl/goread.pdf> (pg. 22).



After Reading:

Discussion wheel: Have two groups, inner and outer, face each other. Inner stays stationary and the outer rotates. Before getting into the formation, have everyone create questions based on the book. They cannot be "yes or no" questions. When in formation, the inner circle asks the questions and the outer circle answers. Switch places so everyone has a turn asking and answering the questions.



Additional Post-Reading Lessons for *My First Métis Lobstick*:

Design a person lobstick activity:

Design a lobstick for a special event, either for yourself or someone you know (birthday, graduation, trip, etc.).

1. Write several words that describe oneself on a piece of scrap paper. Not in sentences, just words. (Suggestions: What animal would represent you and/or your family? What hobby do you like to do? What is your favorite food? Are there any numbers that are significant in your family? Etc.).
2. Now take those words and draw symbols that represent each word. Symbols are simplistic and have limited detail.
3. Now carve your symbols into a Styrofoam meat tray (use a blunt pencil and press down into the Styrofoam but don't break through it).
4. Making prints from the Styrofoam is next. Paint over the Styrofoam, then press it down on paper. The symbols will appear as white on the paper and the background will be painted with your choice of colour.
5. If you were to use these as Lobsticks, what would it tell others about you?



1.6 Cluster #1 Projects

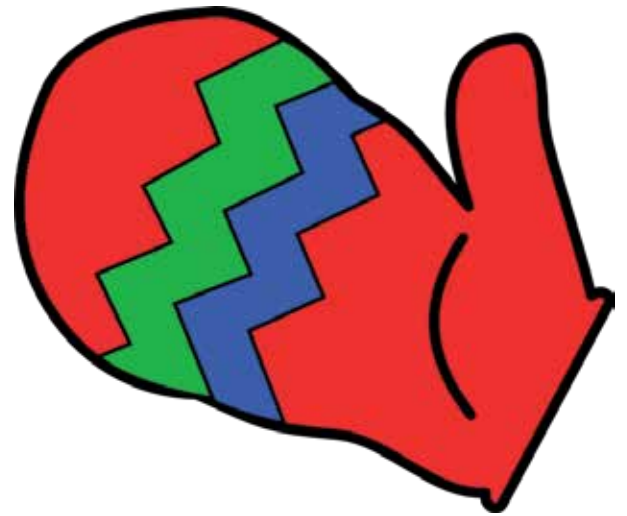
Project 1: Then and Now

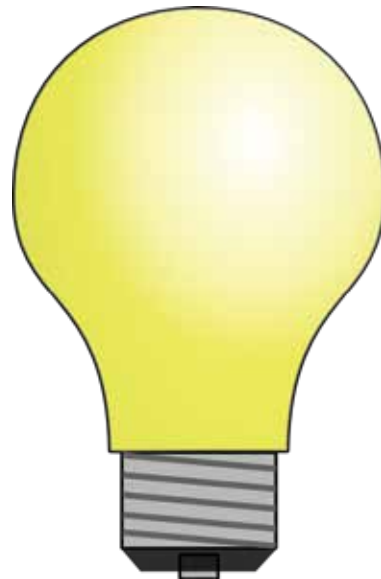
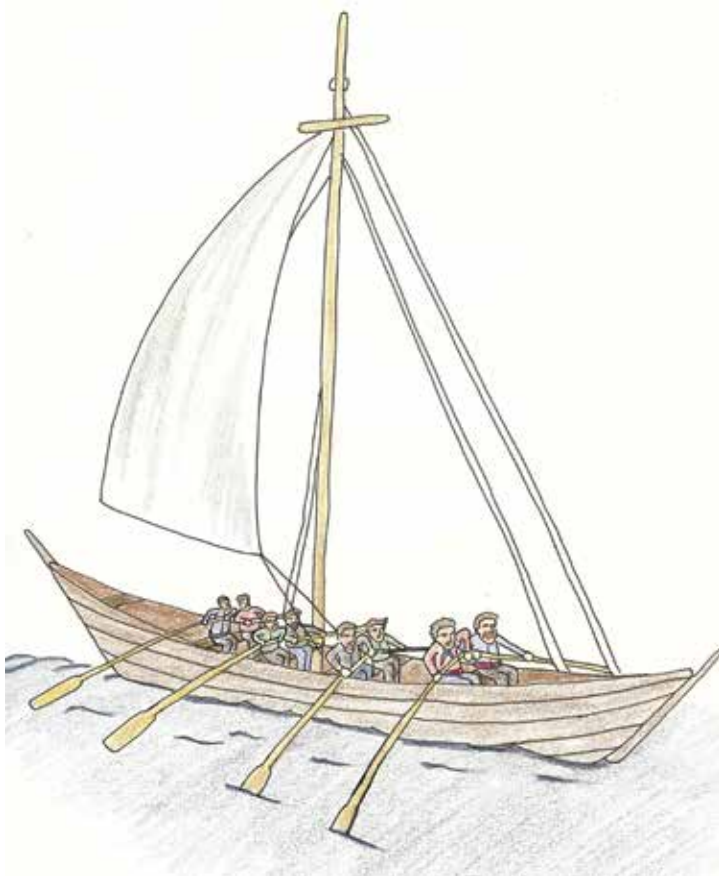
- You will need actual items or pictures of items that are “older” artifacts and pictures/artifacts of their contemporary counterparts.
- Display all the “old” pictures/artifacts so the students can view them. Discuss what you think they were used for. Don't tell them if they are wrong. Just *infer* its use.
- Bring out all the “now” pictures/artifacts and see if the students can match them together, old and new.

Then	Now
<ul style="list-style-type: none">• Red River Cart (carry things, transportation)• Gauntlets (big mittens made of leather and fur)• Canoe or York Boat• Candles	<ul style="list-style-type: none">• Truck (carry things, transportation)• Mittens (made of synthetic material)• Priority Post, iphones, transport trucks• Lightbulbs

- Have students choose one of the artifacts and create a scenario of how it would be used long ago.







Project 2: In the Beginning

1. Pose the question, "How did the Métis Nation begin?" Or "How did the Métis become a distinct nation?" by using the following titles: *The Flower Beadwork People*, *Métis Camp Circle*, *The Voyageurs*, *Road to La Prairie Ronde*, and *My First Métis Lobstick*.
2. Using the structure /Pre-contact: prior to 1600/, /contact 1600-1700/ and /post contact up to 1880/) record on the era chart what it was like in what we call Canada, from pre-contact to post contact? Who were the inhabitants? What transpired to change the history of Canada during the contact era? How were the Métis distinct from First Nations and Europeans? What was their lifestyle that made the Métis unique? Record your discussions as you read each title, starting with *The Flower Beadwork People*, then *The Voyageurs*, then *My First Métis Lobstick*, then *Métis Camp Circle*, and end with *Road to La Prairie Ronde*. Use the chart with the three eras to record your discussions based on the questions above.

Pre-contact (prior to 1600)	Contact (1600s & 1700s)	Post-contact (up to 1885)

3. From the books read and the recording of the discussions on each book, analyze the chart. Discuss the progression and record on a time line. Start with pre-1600s and end 1885.
4. From the timeline and the era chart have the students discuss the big question: "How did the Métis become a nation of their own?" Use the information from the chart and timeline to back up the reasoning while being discussed with the whole group.
5. Have the students write a three-paragraph assignment answering the question from #4.
6. Have the students go through the writing process with their three paragraphs.

Adaptations for this inquiry:

1. Using the gradual release of responsibility, teachers lead the discussion and record for younger grades to less dependence in older grades where they start recording on their own and creating a three paragraph essay at the end.
2. OR the teacher can just do certain parts of the inquiry.



Book Cluster #2: Who are the Métis?

2.1 Fiddle Dancer

Authors: Anne Patton and Wilfred Burton
Illustrator: Sherry Farrell Racette
Translator: Norman Fleury

Overview of Story: While spending time with his grandfather, Nolin discovers his Métis heritage and the importance that Elders have as role models. He conquers a child's apprehension at learning new things and forms a special bond with his Moushoom. Nolin can't wait to show off his new skill to his Mom. This is book one in a series of three.

Themes in book:

- Mentorship from grandparent/ways of learning
- Family/love/kinship/
- Learning new things/doubt/confidence
- Dance/jigging/music
- Food
- Clothing/sash
- Life cycle (birth to Elder)

Possible Curriculum connections:

Language Arts

- Listen, comprehend, and respond
- Speak clearly and audibly
- Metaphor (Bones)
- Compose and create: procedural writing

Arts Education

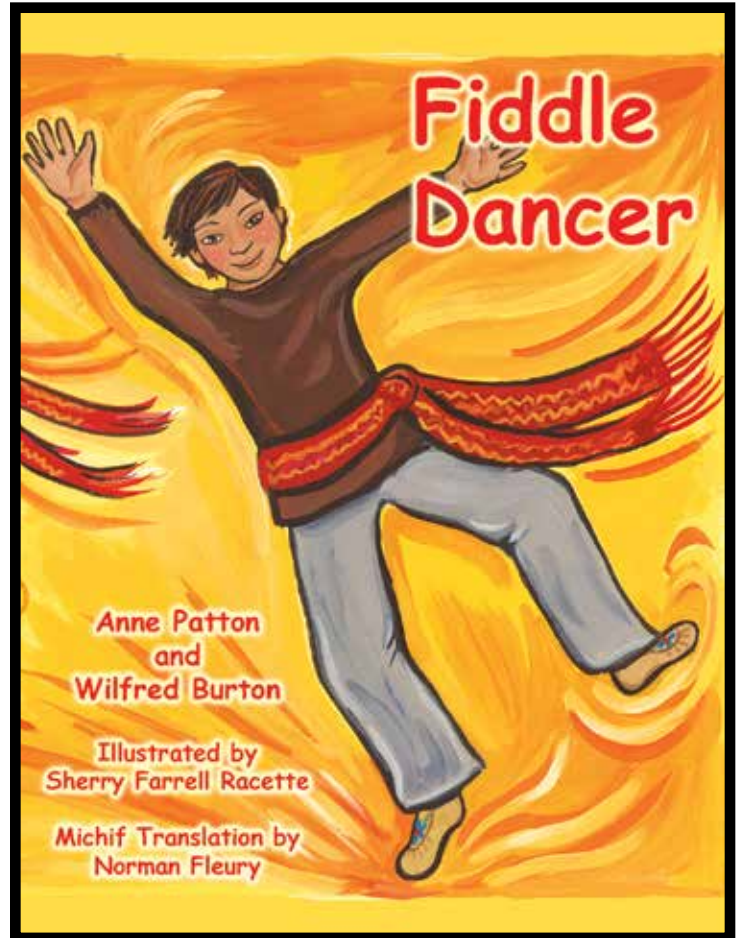
- Elements of dance
- Arts expressions
- Cultural traditions in music

Social Studies

- Contributions of the Métis
- Family
- Culture and traditions
- Cultural diversity and patterns similarities and difference

Math

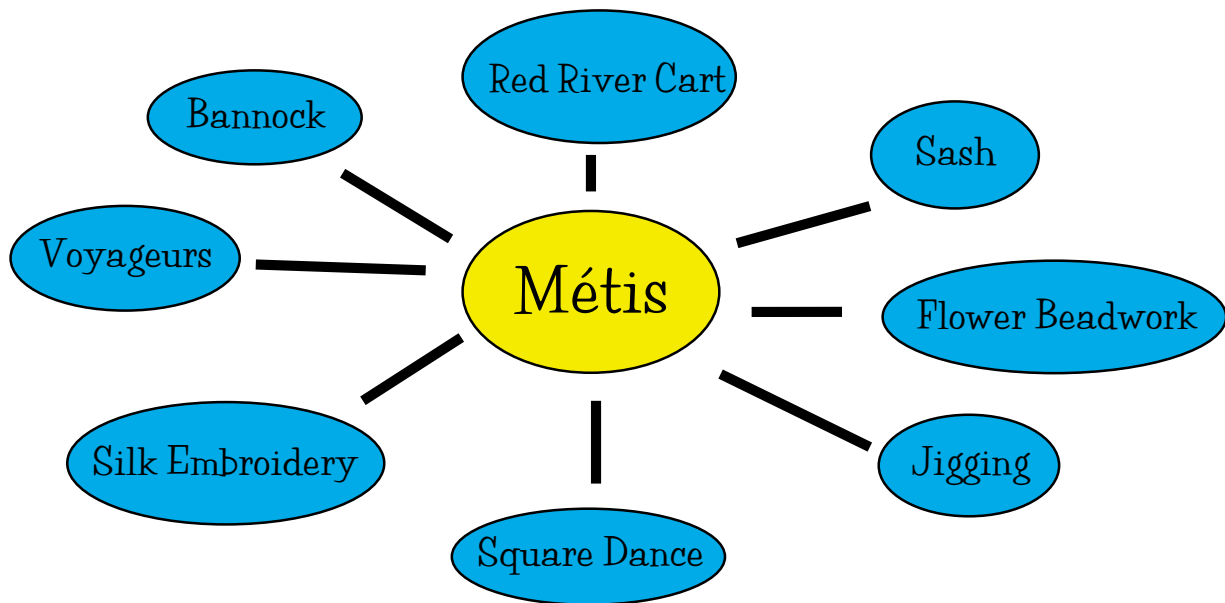
- Patterning
- Passing of time



Before Reading: Show the cover of the book and *predict* what the story will be about. Select three or four additional pages for prediction, introducing language such as: Moushoom, Koohkoom, jig, etc. This will assist in the comprehension of the story as you read it aloud. Set the purpose for reading this story by asking—Who are the Métis?

During Reading: Mind Maps/Webs Lesson

While reading the story to the students, have them create mind maps on pieces of paper (webs). Each time they hear something they think is part of Métis culture, they record it on their mind map. In this way, they are listening and *determining the importance* of information being read to them. When completed, share individual mind maps with the larger group. Have students add “new” ideas to their maps. This will give students a good idea of Métis-specific cultural items/practices. This is a good activity to introduce the culture or do comparisons to other cultures. Often, we ask students to do a KWL (know, want to know, learned) or brainstorm when they don't have any background knowledge. In this activity, they build background knowledge before going deeper into the lesson.



After Reading: First Nations OR Métis Lesson?

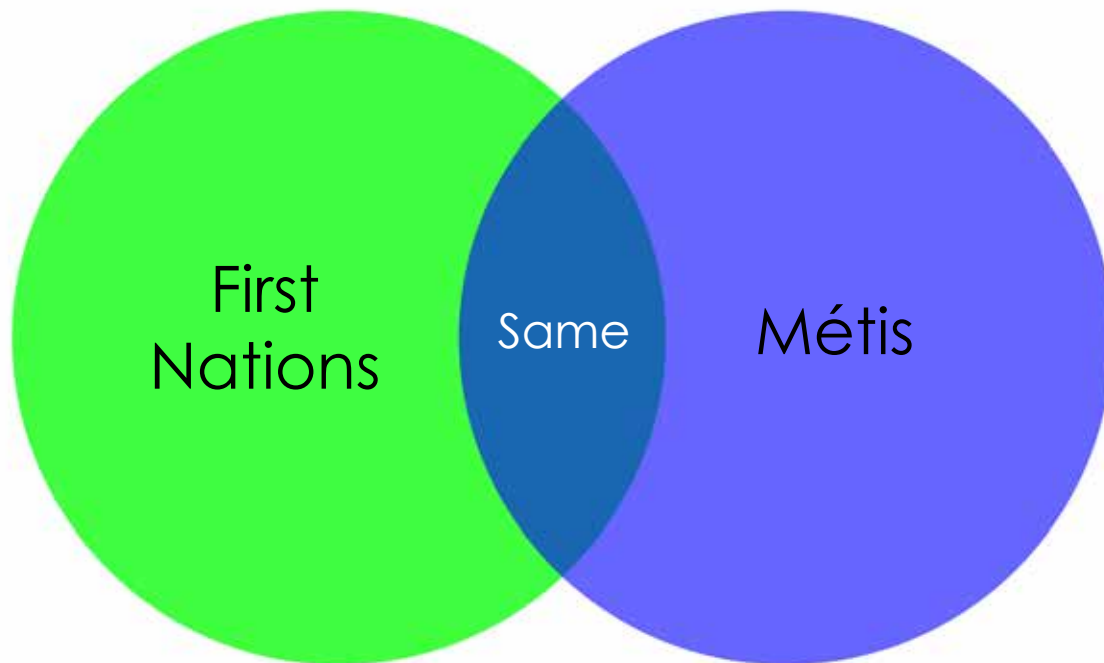
This concept lesson will showcase the *similarities and differences* between the two groups. After reading, bring out a bag of items (or cards with photo pictures) depicting First Nations and Métis culture. Sample photos can be photocopied from [page 69-73](#).

Métis	First Nations
<ul style="list-style-type: none"> ● sash ● Métis flag ● flower beadwork moccasins* ● spoons ● fiddle ● John Arcand CD ● Jiguer (jigger) puppet ● sewing bag ● buffalo (bison)* 	<ul style="list-style-type: none"> ● geometric beaded belt ● Treaty flag ● geometric design beaded moccasins ● flower beadwork moccasins* ● drum ● Pow wow CD ● Pipe bag ● buffalo (bison)* ● First Nation's doll



* items shared by both cultures. The buffalo or bison were instrumental in both cultures and the flower beadwork moccasins were shared by Métis, Cree, and Anishinaabe. (You could also do this comparison activity with French Canadians.)

1. Let the students know you have many items in the bag from both cultures. Some are uniquely Métis and some are uniquely First Nations, and perhaps some are common to both. As the items are pulled, sort them into the First Nations or Métis piles.
2. Have a student, one at a time, (without looking) pull out and place the item either on Métis pile or First Nations pile. Have them tell the group why they've chosen the item for that side. For an added twist and engagement, have the student pull the item, show the group, then turn around. When turned around the remainder of the students agree (thumb up) or disagree (thumb down) with their choice.
3. After all the items have been sorted, discuss the similarities and differences between the two groups. Use the book *Fiddle Dancer* to confirm the guesses.
4. Use a graphic organizer (Venn Diagram*) to summarize the results of the discussion.



*A Venn diagram is a diagram that shows all possible logical relations between a finite collection of sets (aggregation of things).



Additional Post-reading Activities/Lessons for Fiddle Dancer:

Birth to Elder Lesson:

After reading *Fiddle Dancer* have the students, as a large group, **synthesize** Moushoom's life on a time line. Highlight specific pre birth to Elder pages: Prebirth – page 14, newborn – page 18, Toddler – page 24, Youth – page 27, Adult – page 10, Elder – page 8. Discuss the life-cycle. After creating Moushoom's life on a timeline, have students do their own memory story with several pages starting from:

- pre-birth or birth to toddler (send home for parents to tell if students can't remember)
- create a current page (youth)
- create a future page (adult to Elder) in a hopes and dreams page.

Jumbled Directions Lesson: Take the directions for the bannock recipe or the tourtière recipe at the back of the book, copy them, cut them apart and jumble them up. Put each sentence on a separate piece of paper. Give the strips to the students to read through and place in sequence. This will help with **procedural writing**, where you start with a goal (E.g.: making bannock), list your materials and requirements (ingredients), write out the method (how you mix it together) and finish the **sequence** with evaluation or completed item. For an interactive bannock baking activity, visit: http://www.museevirtuel-virtualmuseum.ca/sgc-cms/expositions-exhibitions/batoche/html/resources/games_bannock.php.



Jigging: Refer to the Dance unit for a logical post-reading activity for *Fiddle Dancer*.

2.2 Dancing in my Bones

Authors: Wilfred Burton & Anne Patton

Illustrator: Sherry Farrell Racette

Translator: Norman Fleury

Overview of Story: *Dancing in My Bones*, the sequel to *Fiddle Dancer*, returns us to the story of a young boy, Nolin, as he continues to discover his Métis heritage. *Dancing in My Bones* will take you on a journey to discover Moushoom's first moose hunt, red lipstick kisses, Uncle Bunny's fiddling, and the return of the "Bannock Jig." But most importantly, by the end of the story, you might feel like you have dancing in your bones!

Themes in this book:

- Mentorship from grandparent/ways of learning
- Family/love/kinship/joking
- Learning new things/doubt/confidence
- Dance/jigging
- Music/fiddle/spoons
- Food
- Clothing/sash
- Life cycle (birth to Elder)
- Saskatchewan geography
- Survival/winter
- Métis ways: Hunting/praying/New Year's celebration/beadwork

Possible Curriculum connections:

Language Arts

- Compose and Create: Procedural Writing
- Comprehensions strategies: making connections
- Onomatopoeia* (squeak, squawk)

Science

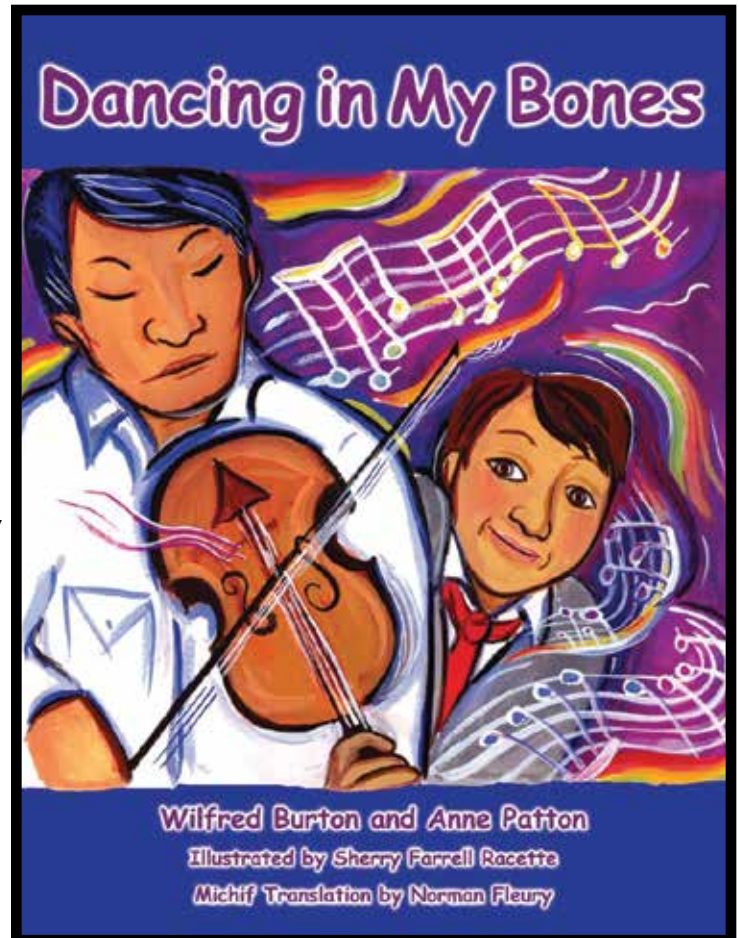
- Temperatures
- Interdependence of human and animal

Social Studies

- Culture and traditions
- Worldview (relationship with land)
- Family

Health/Physical Education

- Nutrition: eating healthy food



*Onomatopoeia is the naming of a thing or action by a vocal imitation of the sound associated with it

Procedural Writing Lesson:

Before Reading: Introduce the story, *Dancing In My Bones*, the sequel to *Fiddle Dancer*. If reading this book after *Fiddle Dancer*, the students will have ample **background knowledge** and context to build on their understanding of Métis culture. Colour copy the following pages (see images 1-5 on the following pages): 1) Nolin and Moushoom driving, 2) the meal-soup pot, 3) Uncle bunny playing the fiddle, 4) the aunties kissing Nolin and 5) mom hugging Nolin. Place students in groups. Give each group an illustration. In small groups or pairs have the students take turns **making connections** to the illustration (you may want to laminate them to use them in the future or to post them on the wall for continued discussions).

Suggested Connections:

1. Make a connection to a time when you were out driving some place or a time when you went on a trip with a grandparent (or older person special in your life).
2. Make a connection to your favourite meals or meals that are a tradition in your family.
3. Make a connection to a dance you have gone to such as a wedding or a school dance or maybe to an instrument you play or would like to play.
4. Make a connection to things you really dislike.
5. Make a connection to those you love and to your favourite things they do for you to make you feel loved.

After each student has had a turn with one card, pass the illustration on to the next group, discuss and pass on until the students have had a chance to make connections to all or some of the images (as time allows).













During Reading: While reading, stop three or four times and have the students think about the connections posed in the pre-reading activity and see if they can make additional **connections** (Turn and Talk strategy).

After Reading: Use the pre-reading “connections” prompts as a writing activity. Have them choose one and write about it (a trip or a great meal, etc). The purpose of this writing is to **recount** an experience.

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.					
<u>Event #1</u>	<u>Event #2</u>	<u>Event #3</u>			
3. Concluding Statement: State an evaluative comment or significance of the event.					

Additional Post-Reading Lessons for *Dancing In My Bones*:

Balanced Diet Lesson:

Part 1: After reading *Dancing In My Bones*, brainstorm all the foods Nolin ate (moose meat, *tourtière*, mashed potatoes, gravy, *liti beignes*, and pie). After listing the foods, pose the question: Did Nolin eat a balanced meal? Use the Canadian Food Guide for First Nations, Inuit and Métis Guide (online version available) to create your argument. Discuss (You will find that Nolin didn't have the required servings of each category for his meal). The students may not know the ingredients used for Nolin's meal so you may have to read the recipes in the back of the books.

Part 2: Add to Nolin's meal to make it balanced. Using the Food Guide, have students cut out pictures from magazines, AND/OR write a list AND/OR draw on a paper plate the ideal meal for Nolin.

Part 3: Discuss likes/dislikes in food. Make a plan on how one can eat better.

Part 4: Discuss the choices everyone made and evaluate whether or not they comprise a balanced meal.

Canadian Food Guide: http://www.hc-sc.gc.ca/fn-an/alt_formats/hpfb-dgpsa/pdf/food-guide-aliment/view_eatwell_vue_bienmang-eng.pdf
 Aboriginal Food Guide: <http://www.hc-sc.gc.ca/fn-an/food-guide-aliment/fnim-pnim/index-eng.php>

Jigging Lesson:

Refer to dance unit for another logical post-reading activity for *Dancing In My Bones*.



2.3 Call of the Fiddle

Authors: Wilfred Burton & Anne Patton

Illustrator: Sherry Farrell Racette

Translator: Norman Fleury

Overview of Story: *Call of the Fiddle* completes the Nolin trilogy. Nolin embraces his Métis heritage and carries on his family's traditions. This story captures Batoche's history and significance. Join Nolin one last time as he hears the rollicking rhythm of the "Red River Jig," learns of tearful memories, and experiences the excitement of competition at *Back To Batoche!*

Themes in this book:

- Mentorship from grandparent/ways of learning
- Family/love/kinship/joking
- Learning new things/doubt/confidence
- Dance/jigging
- Music/fiddle/spoons/guitar
- Food
- Clothing/sash
- Métis celebration/competition
- Métis history/Batoche/resistance/conflict
- Camping

Possible Curriculum connections:

Language Arts

- Comprehend & Respond
- Alliteration (rollicking rhythm of the "Red River Jig")
- Grammar: Adjectives

Math

- Currency
- Skip counting

Science

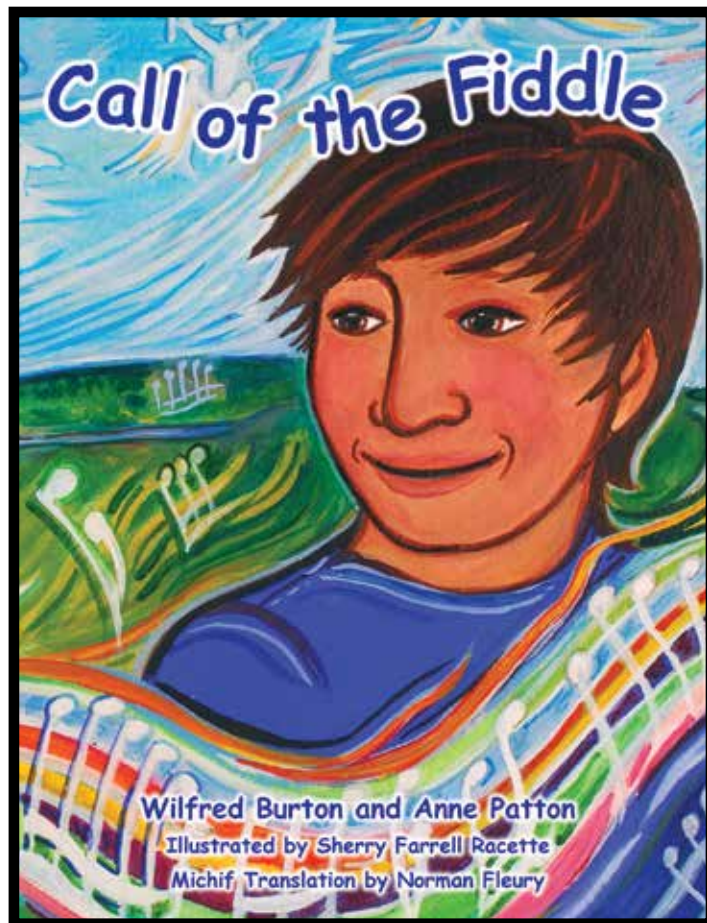
- Constellations

Arts Education

- Dance: rhythmical movement
- Three-dimensional Art: weaving of the sash

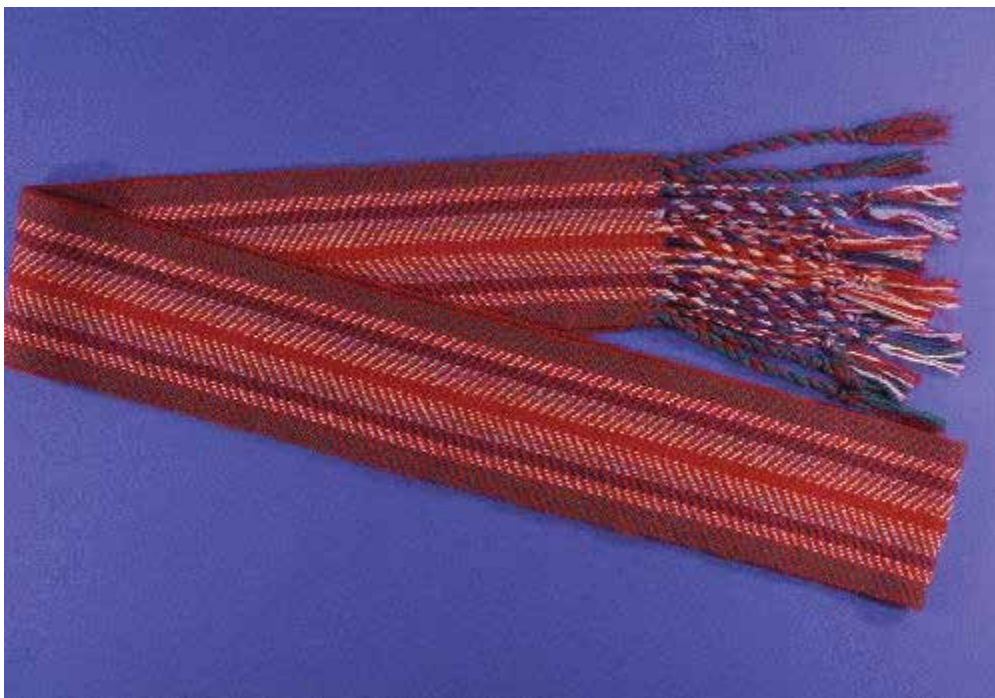
Social Studies

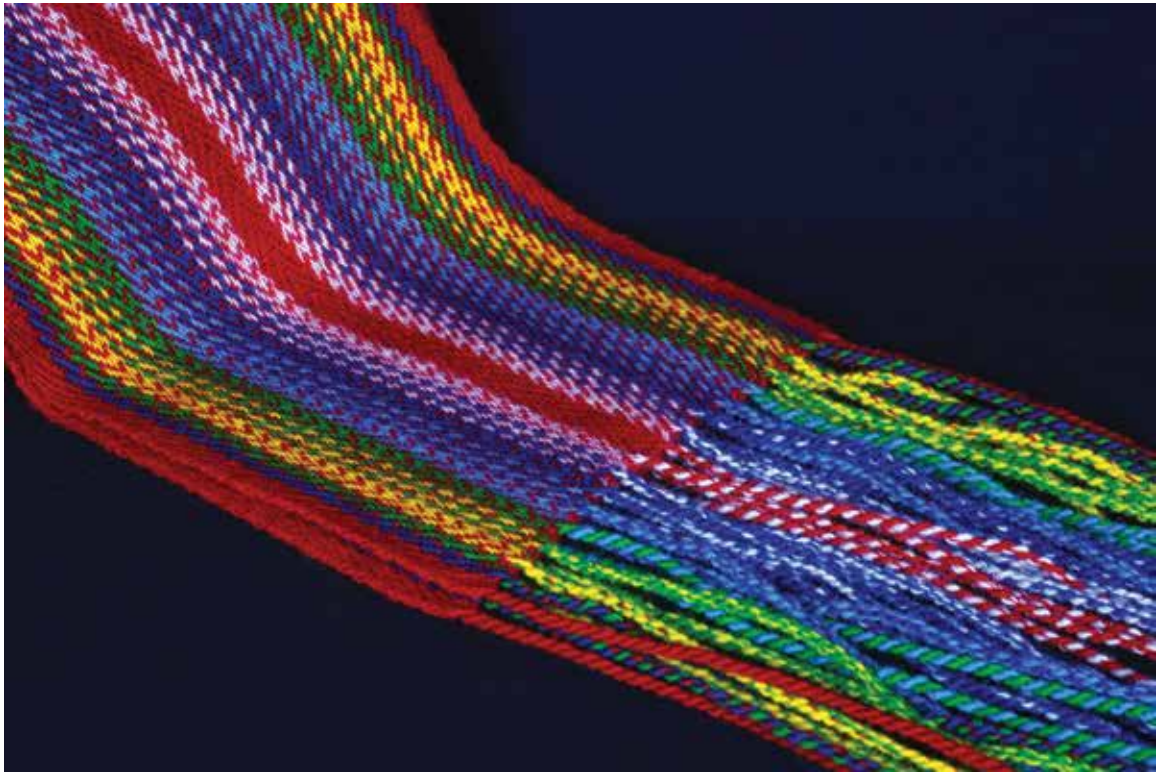
- Cultural diversity
- Divergent viewpoints
- Power and privilege
- Dynamic relationships
- Symbolism/meaning of the sash/uses of the sash
- Historical events influencing Canadian identity



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.





During Reading: Using a graphic organizer with the list of colours, have the students record the parts of the book that evoke a feeling for each colour. E.g.: blue = Métis flag; black = dark times, etc.

How do these colours make you feel? Why?

Red	Blue	White
Black	Green	Yellow

After Reading:

Meaning of the Sash Lesson:

a) Symbolism of the sash:

- 1. Colours
- 2. Weaving cultures together
- 3. Honoring
- 4. family connections

b) Uses for the sash: belt (to keep your capote/coat closed), washcloth/towel (when traveling, the voyageurs didn't take along toiletries), tallying device (Since paper and pencils were almost non-existent out in the bush, the sash was used to keep tally by tying knots in the fringe of the sash for every pelt or bundle of pelts), calendar (since watches weren't used extensively, many tied knots in the fringe to keep track of their days away), pocket/storage (when the sash was folded in half and tied around one's waist, it created a pocket to store things like a knife, etc.), rope (sashes were often taken off and thrown to others as a tow rope in a canoe, to tie up a horse/hobble it, etc.), girl catcher (at dances a man might take off his sash to lasso a girl that he fancied to dance with her), and sewing kit (often fringes were cut off and used to sew up torn clothing), etc.

c) Using photographs of different sashes or real sashes have the students, in small groups, discuss the symbolism of that sash. Ask them to **think of other ways** that the sash could be used as a utilitarian object.

Background information on the sash: <http://www.metismuseum.ca/resource.php/00741>.

Additional Post-Reading Lessons for *Call of the Fiddle*:

Critical Issue Lesson:

1. Present the issue below. Before reading the back of the book about Batoche and the 1885 Resistance, place the students in small groups and have them **infer** using this scenario ...



Scenario: For years the Métis shared the land in Western Canada with First Nations people. The land provided for them well. They created communities along the Red River and the South Saskatchewan River in the river lot land-holding system. (Batoche river lot map – <http://www.metismuseum.ca/resource.php/01820>). This created tension between the Métis and the settlers/Canadian government. You are the Prime Minister of Canada in 1885. How would you settle this conflict?

- Prepare these statements on cards.
- Give each group a set of all the following statements:

Take all the settlers back to their home country and leave the land to the Métis and First Nations.
Create a reserve for the Métis and divide the rest of the land for the settlers.
Send in the Canadian militia to crush the Métis resistance.
Bring the Métis leaders and the government officials together to work out a deal.

- Have students rank the statements from what they think really happened to what they think was least likely to happen (**determining importance**). Have them support their ranking through discussion.
2. Read the text about Batoche and the resistance out loud to the group.
 3. Give students some time at the end of the reading to readjust their ranking of the cards.
 4. Determine the outcome of the issue based on what was written. Discuss and ask questions.

Jigging Lesson: Refer to the dance unit for additional post-reading activity.

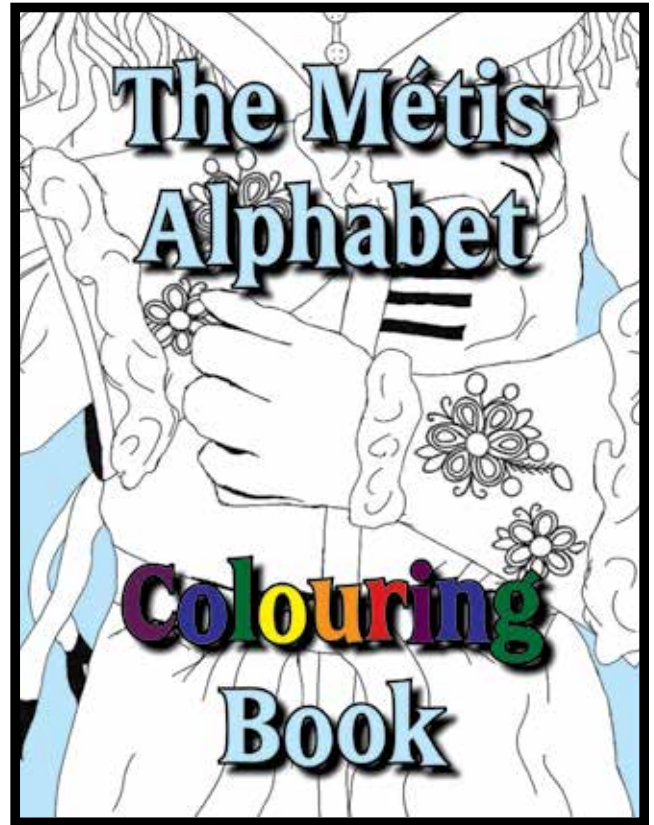
“The Big Rip Off” Lesson: La Mishow Wayayshhaywuk: The Big Rip Off, which is subtitled “Loss of a Land Base: Métis Land Disentitlement” is a resource guide for teachers that is designed to teach students about the dispossession of Métis lands. The teacher leads students through an activity to simulate the experiences of the Métis. This resource is available at: <http://www.metismuseum.ca/resource.php/03145>.



2.4 The Métis Alphabet Book

Author: Joseph Jean Fauchon, Karon Shmon,
Darren R. Préfontaine
Illustrator: George Gingras
Translator: Norman Fleury

Overview of Story: *The Métis Alphabet Colouring Book* is an adaptation of Joseph Jean Fauchon's popular children's book of the same name. With enhanced cultural content, this colouring book highlights historical figures, significant events, places of interest and other aspects of Métis identity to take youthful readers beyond the alphabet to explore the richness of Métis history and culture. George Gingras's images—which are meant to be coloured and are inspired by illustrations and photos—provide an engaging complement to the text. The Métis Alphabet Colouring Book strengthens Métis pride and identity while providing young readers with an informative reference book about the essence of being Métis.



Themes in this book:

- Alphabet
- Métis cultural items, people, and events

Possible Curriculum connections:

- | | |
|----------------------|------------------------------|
| Social Studies | Language Arts |
| • Cultural diversity | • Alphabet (beginning sound) |
| • Métis history | |
| • Métis heroes | |

Before Reading: Present the book, *The Métis Alphabet Book*, to the students. List on chart paper (beforehand) all the letters of the alphabet. Brainstorm prior to reading the book (*prediction*), words they might find in the book and list them beside the letter they begin with on the chart. Make this a quick activity as you might not have a word for every letter.

During Reading: As you read, stop from time to time to prove or disprove the word given in the “before reading” brainstorm. List the new words as you go.

After Reading:

- Select 10 poster images from Métis Alphabet—The Sash, The Jig, Aboriginal, Batoche, The Red River Cart, Infinity Flag, Beadwork, Capote, Fiddle, and Michif
- Create Métis Museum Centres with images, facts, and artefacts for each poster.
- Have students work in groups to investigate each item—taking turns reading/trying on/discussing.
- Have students come together as a group to present each item to the whole group.
- Afterwards, allow for group discussion on items and for a museum tour.



Additional Lessons/Activities for *The Métis Alphabet Book*:

Step into the Picture Lesson:

- Place the *Métis Alphabet Book Study Prints* on the floor in a circular fashion.
- Have students on a signal (with shoes off), step onto one of the cards. Once there, have the students tell the others on the card a *connection* that they have with the card or a fact about the item. E.g.: Johnny steps on the Red River Cart and Johnny tells the others “Red River Carts” were used to haul furs over long distances during the fur trade. It is like our bale wagon that we use on the farm.
- Continue in this fashion for some time.
- Take cards off the floor. Place students in small groups and give them one of the cards. Have students brainstorm/record everything they know about that card's item. (E.g.: Gauntlets—made out of leather, from the north, warm in winter, has beadwork, big, has fur, etc.)
- After they have done that, turn the card over and read more about the item. If it is something new, record it on your sheet. If it something confirmed, place a checkmark beside that statement on the page. If it is not true, cross it out.
(This can be done as a pre- and post- reading activity for any story. Colour copy some pages; predict before reading and retell or connect after reading.)

What do we know already?	What we learned ...

Alphabet Pictionary:

After spending time on the Métis, students have developed a larger vocabulary. This is a fun way to celebrate and extend their learning. Create cards (based on the words from the book) for each letter of the alphabet with the item on it. Cut apart and put in can. Have teams come forward and choose a card, draw it and have the team guess what it is. If the team cannot get it, then other teams can “steal” a point if they know it (write it on a piece of paper and display it when the turn is over).

Save one of these sheets to keep score. The team with the most boxes checked off WINS!
(If you wish, another point can be gained for the team if the students can explain what was drawn and establish a fact or link to Métis culture.)

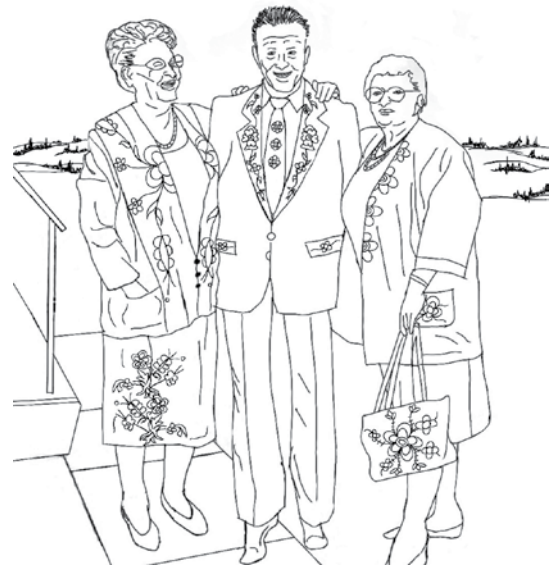


A=Aboriginal	B=Beadwork	C=Capote
D=Dumont	E=Elders	F=Fiddle
G=Gauntlets	H=Hunt	I=Infinity flag
J=Jig	K=Kohkum	L=Louis Riel
M=Michif	N=New Nation	O=Oxen
P=Pemmican	Q=Quillwork	R=Red River Cart
S=Sash	T=Trapper	U=Unique
V=Voyageur	W=Weavers	X=Xavier
Y=York Boat	Z=Zest	



Snowball Activity:

1. In this activity each student writes a word from *The Métis Alphabet Book* on a piece of paper.
2. After writing one word on the paper, crumple the paper up and throw it (anywhere in the room).
3. On a signal have the students go and pick one snowball up, then write one word or a phrase to describe the word. Crumple up and throw again.
4. Do this several times (four or five times). Find one paper, read all the words on the paper to describe the word. Now compose a definition or example from the words given on the page.
5. Share with others. The students could also create their own dictionary of Métis words.



2.5 Cluster #1 Projects

Project 1: Who Are the Métis? (Using the RAN process*)

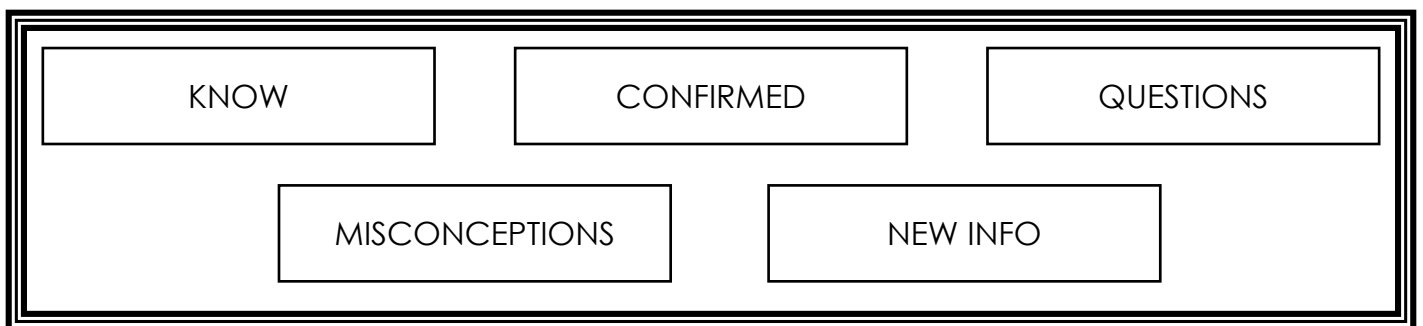
Part I: Using the RAN format (similar to KWL) begin with students (think/pair/share recording in words or pictures they'd use to describe the Métis based on their [background knowledge](#). After a few minutes have each person pair up with another and combine their lists, retaining about five of their best ideas. Have each pair team up with another pair, combine their lists and choose eight of their best. Have them print their ideas, one per card, onto large sticky notes. Bring the whole class together. Start asking teams to share a couple ideas at a time and post them for all to see. Once all the cards are posted, you can sort them by theme. Once they are all sorted, title each theme.

Part II: Pass each pair or team a book on the topic. In this case pass out *The Flower Beadwork People*. Have each group skim and scan a different section of the text. Once again, create cards with new information learned from the text. While reading, the team can [synthesize](#) and code the text like this: a) something known and already on the cards, b) something new but didn't know (write on a new card) or a question of something they want to know more about or don't quite understand.

Part III: Gather everyone into large group and add the new cards. This time if it is something they read that [confirms](#) one of the ideas on the cards, relocate that card to /Confirmed/. If it is new information, place card /New info/ and if it is something that isn't true place in /misconception/ area. This will create a lot of discussion. Only place the card in a new area if it can be proven in the text.

Part IV: Create big [questions](#) from the information gleaned. Post the questions and then have "teams" go off and find more information about it. This is the beginning of a good inquiry unit. Projects can be developed from this, and individuals or groups can then go off and do more research or create artifacts.

Cards for the RAN activity:



*RAN process created by Tony Stead. *Reality Checks: Teaching Comprehension with Nonfiction*. Portland, ME: Stenhouse Publishers, 2006.



Project 2: Readers' Theatre

All three of the *Fiddle Dancer* books are conducive to Readers' Theatre. The purpose of Readers' Theatre is on interpreting the script, reading it expressively and improving **fluency**.

1. Give groups photocopies of the book along with highlighters (number of colours will vary on group size and characters in the book). Have students **determine parts** and then highlight the parts being read by each character and the narrator.
2. Readers' Theatre is a perfect forum for readers to practice fluency. Have students rehearse and perfect their expression.
3. Allow students to add minimal props, sound effects, and gestures that would enhance the performance of the reading.
4. Have students present the reading to an audience (classmates or others)

Project 3: Finger Weaving

(Sashes are usually made for someone else). After a brief lesson on **the sash and its uses**, have the students create their own mini sash. The process of finger weaving is an age-old technique. It is not difficult for students in grade three and up to create small sashes on their own after some initial instruction.

1. Choose six strands—a combination of different coloured yarn.
2. Tie knot at top or wrap yarn around pencil.
3. Tape the knot or pencil to a table and lay out the yarn straight
4. Starting with the left outside yarn move to the right over and under each of the remaining five pieces of yarn. The first yarn piece will now be the last yarn piece.
5. Continue this procedure with each piece of yarn on the left side, passing it over and under to the right side.
6. When complete, tie a knot in the end, leaving a bit of a fringe.
7. Gift the mini sash to someone.

Links: Background information on the sash: <http://www.metismuseum.ca/resource.php/00741>.

Step-by-step instructions with video: <http://www.metismuseum.ca/fingerweaving>.

Video of advanced techniques: <http://www.metismuseum.ca/browse/index.php?id=211>.



Book Cluster #3: Métis values–Good Medicine

3.1 *The Giving Tree: A Retelling of A Traditional Métis Story*

Author: Leah Marie Dorion

Illustrator: Leah Marie Dorion

Translator: Norman Fleury

Overview of Story: This charming story, richly steeped in Métis culture, focuses on the boyhood reminiscences of Moushoom as he describes finding the “great giving tree” with his parents. This story emphasizes Métis core values and beliefs, including strength, kindness, courage, tolerance, honesty, respect, love, sharing, caring, balance, patience, and most of all, the important connection with the Creator and Mother Earth.

Themes in this book:

- Values: honesty/respect
- Mentorship
- Storytelling
- “Métisness”
- Nature/trees/habitat
- Travel
- Foods/healthy eating
- Symbols

Possible Curriculum connections:

Language Arts

- Listen, comprehend, and respond
- Compose and Create

Science

- Habitats/homes for animals
- Interdependence among plants, individuals, society, and environment
- Ecosystems

Arts Education

- Cultural Historical: study of illustrator as artist: Leah Dorion
- Creative Productive: Use of colour

Health/Physical Education

- Values
- Maintaining a healthy body

Social Studies

- Cultures and traditions
- Community
- Needs and wants
- Relationship with land



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? We all want to be good people. What makes us a good person? (make a T chart listing as many virtues/values as possible before reading).

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

During Reading: While reading this story, stop at some key points and identify the virtue/value being displayed (**key ideas**).

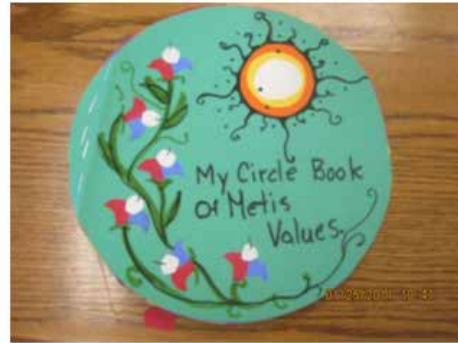
E.g.:

1. Unloading the wagon page: think about how everyone **shared** the work.
2. Looking inside the hole in the Giving Tree: think about how this **helped** others
3. Putting something back in the hole page: think about what this is teaching the youngster, etc.

After Reading: Review the values being displayed in the book, and then show the last couple pages. After some discussion make *My Values Book*. Create a booklet page for each value in *The Giving Tree*, using the values listed on the Red River Cart Wheel at the back of the book.

- Make a title page with the name of the child in the title (E.g.: Child's Name Book of Values).
- For the remaining pages, have the students illustrate each of the virtues as it relates to their own life. This can be done in different ways: For example: using the virtue of sharing, place each letter of the word, /s/, /h/, /a/, /r/, /i/, /n/, /g/, on the left side and find a word to describe this virtue (acrostic poetry), and place it beside each letter. E.g.: S is for smiles, H is for helping out, A is for advice and so on.
- Another method might be to provide a sentence stem and the student complete it with their own words. E.g.: I show love to...
- This booklet could be done over a long period of time. When it is complete, bind it together and do a shared reading. It is also a nice keepsake to take home.





Additional Post-reading Activities/Lessons for *The Giving Tree*:

Thinking About Author's World View:

In this lesson, discuss the writer's world view using the following prompts:

- What do you know about the topic?
- What experiences have you drawn upon? Connected with?
- What other texts have you read that may help you understand this one better?
- How might the reader's background, experience, and perspective influence the reading of this text?
- How has the author helped the reader understand and navigate the text?
- What experiences are related that you will have to do further research for?

3.2 Relatives With Roots

Author: Leah Marie Dorion
Illustrator: Leah Marie Dorion
Translator: Rita Flamand

Overview of Story: *Relatives With Roots: A Story About Métis Women's Connection to the Land* is about a Métis grandmother who takes her granddaughter out into the bush to teach her how to pick traditional medicines. As the granddaughter learns the traditional beliefs and stories about how the Métis people use the plants for food and medicine, she feels happy to be Métis with access to such wonderful cultural knowledge. This charming and vibrant book introduces young readers to key concepts in the traditional Métis worldview while focusing on the special relationship between a young Métis girl and her grandmother.

Themes in this book:

- Mentorship of grandparent
- Flora/Fauna—medicines, compatible growing
- Cultural practices/smudging/tobacco offering
- Making baskets
- Food: Tea/rose hips
- Traditional “how things came to be” stories
- Ways of teaching (Wisakechak stories), showing how, Look/Listen/Learn philosophy
- Drum/Singing

Possible Curriculum connections:

Language Arts

- Listen, comprehend, and respond

Science

- Biomes
- Plants—interdependence
- Seasons

Arts Education

- Jewelry (wolf willow)

Social Studies

- Worldview and Indigenous knowledge
- Relationship with land
- Cultural diversity and traditions
- Cultural change over time

Health/Physical Education

- Vitamins
- Values: respect, generosity, Mother Earth, sharing, caring, Circle of Life
- Medicines
- Healthy body and mind



Before Reading: Anticipation/Reaction Guide

Pass out the anticipation/reaction sheet. Have the students place true or false in the “before reading” column. Ask the students to listen carefully during reading to see if their prediction was correct (You can add or delete sentences depending on the grade level of your students).

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.	

During Reading: While reading stop from time to time and have students **predict, connect or discuss by turning and talking to a partner.**

Discuss: How are we “dependent on everything else in creation”?

Connect: What are you thankful for in your life?

Predict: What kind of allergic reactions could one get from eating rose hips?

After Reading: Have students return to the Anticipation/Reaction Guide and place a true or false in the “After Reading” column. Gather as a large group and discuss/prove your point by finding the page where it states that fact.

Everything is connected Lesson:

Collect pictures of animals and plants indigenous to Saskatchewan or to your area. (Old calendars and/or pictures off the Internet will work). Discuss how everything on Mother Earth is connected in some way or has similarities. E.g.: A beaver swims in the water and a duck swims in the water. They are similar in that they both rely on water. A frog hatches from an egg and a robin hatches from an egg, etc.

1. Sit all students in a circle. Give each student a picture of an animal (laminated the picture cards and attach a string. Place over head (like a necklace) so each child’s hands are free to hold the string. Talk about each animal as you pass out the cards. (The students could have researched an animal beforehand so he/she knows something about them).
2. Use a ball of wool or string (large cord will work best): Have students roll the ball to another person while stating how their picture is similar or connected to the other person’s picture. Hold onto the end of the cord and do not let go until the activity is completely done. Each person must roll to someone else while still holding onto their end of the cord. After completing this activity and everyone has had at least one turn, you will see how everything is connected and makes a web.
3. After activity: Have students take their picture card and make a list or draw a web of all other animals and plants connected to theirs in some way.
4. Connect this to the worldview belief that all creatures and plants have purpose and are connected. That is why we must respect every living creature and plant on this earth. We are all connected and need each other!



Links for Animals and Plants of Saskatchewan:

http://en.wikipedia.org/wiki/Fauna_of_Saskatchewan

<http://www.canadiangeographic.ca/kids/animal-facts/animals.asp?region=sask>

http://en.wikipedia.org/wiki/Flora_of_Saskatchewan

http://northernbushcraft.com/guide.php?ctgy=edible_plants®ion=sk

<http://www.cmste.uregina.ca/editable/FloraFauna/SaskFandF.html>

Additional Post-Reading Lessons for *Relatives With Roots*:

Conceptual Word Sort Lesson:

1. In the large group use large cards with words written on them from the story (assists comprehension) such as: willow, supplies, birchbark, basket, medicine, healthy, exquisite, cleanse, kinnickinnick, tobacco, offering, harmony, balance, fungus, wisdom, muskeg tea, rose hips, hazelnuts, cranberries, rhythm, buffaloberry, seeds, soothing, nutritious, rosary, wolf willow, traditional, Mother Earth, gifts, harvested, shrubby, prayer, and sharing.
2. Teacher models a conceptual sort (E.g.: on the YES side we put hazelnuts, cranberries, rose hips, cranberries, and buffaloberry, and put all other words on the NO side. Have the students try and determine why you put that collection of words together. They can't shout out the category until you have finished the sort. **Sort and classify** the words a couple more times to model how it is done. Another example might be: exquisite, soothing, nutritious, healthy (words to describe the medicines), etc.
3. Pass students out a list of the same words. Have them cut them apart and do their own sorts (maybe in pairs first). Have other students go around and guess the sorts.
4. Once several sorts have been done, determine which sorts you want to record. This will assist in developing comprehension.



birchbark	basket	medicine
healthy	exquisite	cleanse
kinnickinick	tobacco	offering
harmony	balance	muskeg tea
rose hips	hazelnuts	cranberries
rhythm	buffaloberry	seeds



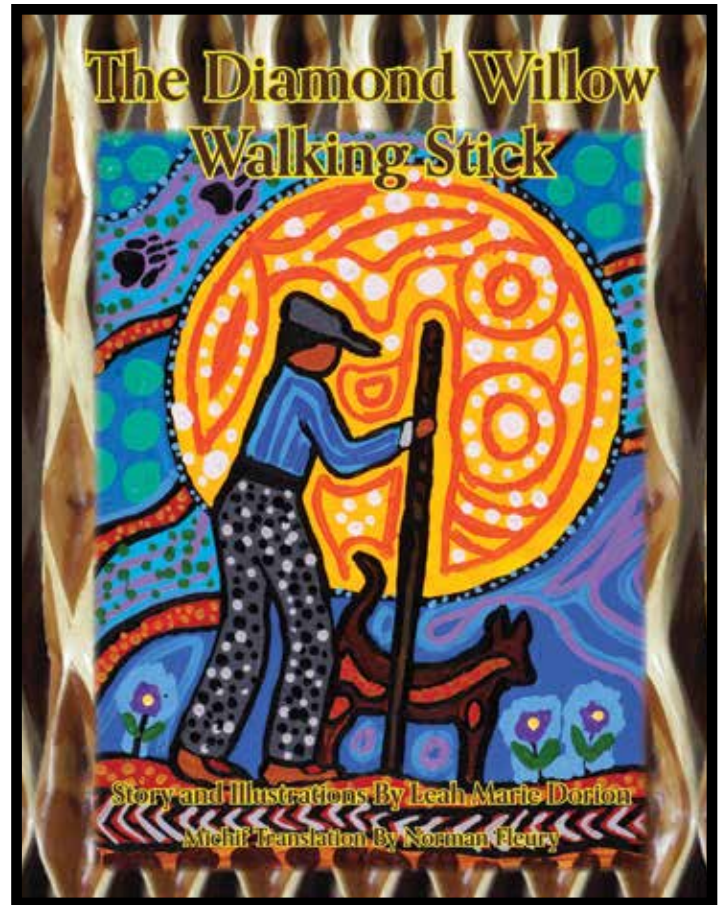
soothing	nutritious	rosary
wolf willow	traditional	Mother Earth
gifts	harvest	shrubby
prayer	sharing	willow



3.3 The Diamond Willow Walking Stick

Author: Leah Marie Dorion
Illustrator: Leah Marie Dorion
Translator: Norman Fleury

Overview of Story: *The Diamond Willow Walking Stick: A Traditional Métis Story About Generosity* focuses on a Métis Elder's remembrances of traditional teachings about generosity that were taught to him by his grandparents. These lifelong lessons imparted on him "how to live in a good Métis way," and has taught him how to live with respect within the circle of life. In this charming children's book, the third in an ongoing series on traditional Métis culture, author and illustrator Leah Marie Dorion takes the reader on another enchanting journey while once again honouring the special bond between Métis children and their grandparents. This book also includes a chart on the uses of the willow tree.



Themes in this book:

- Values: honesty/respect
- Mentorship
- Storytelling
- "Métisness"
- Nature/trees/habitat
- Foods/healthy eating/medicines
- Symbols
- What goes around, comes around

Possible Curriculum connections:

Language Arts

- Listen, comprehend, and respond
- Compose and Create

Science

- Interdependence among plants, individuals, society, and environment

Social Studies

- Cultural diversity and traditions
- Social and cultural diversity
- Decision making
- Family

Health/Physical Education

- Values



Before Reading: Discuss with the students how one could be generous. Listen to various examples from the students' **background knowledge** of how people could be generous. They may have heard about someone who donated locks of hair to make wigs for cancer patients or how someone gave their time to help babysit for a busy mother so she could get her shopping done or how someone picked up garbage on the playground without being asked or how someone shared their lunch with someone who had forgotten theirs at home. Discuss the phrase, "What goes around comes around."

During Reading: Tell the students that *The Diamond Willow Walking Stick* is a story about generosity. While listening, compile a list (mentally or written) of the different acts of generosity in the story.

Stop from time to time while reading and discuss "acts of generosity."

Acts of Generosity ...	Generosity Given Back ...
Grandma gave care packages to the local Elders.	When Grandma and Grandpa got older people from the community brought them wild meat and tanned hides.
Grandpa gave horses to a family whose house burned down.	People showed great respect for him.
We made a meal for visitors.	The visitors shared stories.
We created a skit for the fundraiser.	Everyone was proud.
I passed the blanket around for donations.	Leaders represented the community at a meeting in Edmonton.
I was taught to read and write by grandma.	I wrote letters for Elders in the community.
I was taught how to create a walking stick out of Diamond Willows.	I gave it to a man with mobility problems.

After Reading: Revisit the phrase, "What goes around, comes around." Discuss the meaning of it in the story and its personal meaning.

Have students reflect on their acts of generosity. How has their generosity come back to them? Create a class project on how the class could show generosity to someone. (Shovel driveways after school for free, collect cans and give the proceeds to a hurricane ravaged country, etc. or create a booklet of ways one can show generosity.

Additional Post-Reading Lesson for *The Diamond Willow Walking Stick*:

Letter Writing: In this story, the character wrote letters for others. Compose a letter to someone who has influenced you to thank them for teaching you, helping you or supporting you. Follow the guidelines for a friendly letter.



3.4 Better That Way

Author: Rita Bouvier

Illustrator: Sherry Farrell Racette

Translator: Margaret Hodgson

Overview of Story: *Better That Way* captures, in poetry, the essence of growing up, our wonders and special experiences with our family, and those around us.

Themes in this book:

- Poetry
- Growing up
- Our wonders/making memories/things we love
- Sacred act of love
- Family
- Things aren't always what they seem to be

Possible Curriculum connections:

Language Arts

- View, comprehend, and respond
- Poetry: free verse
- Simile/metaphor

Science

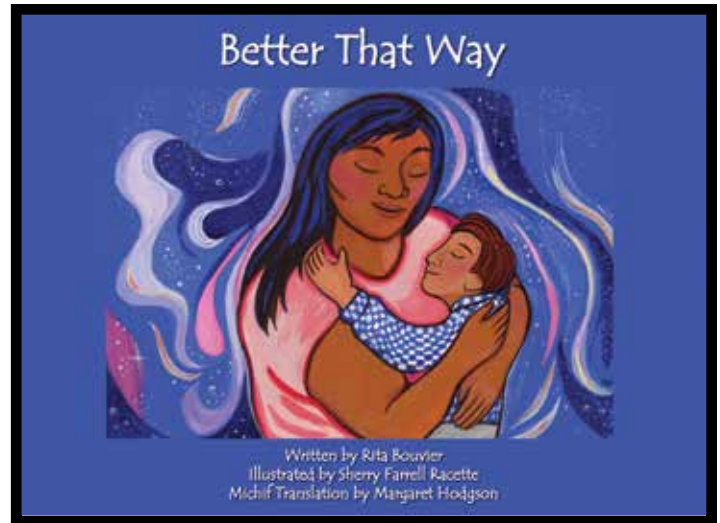
- Constellation

Social Studies

- Historical contexts: residential schools
- Families
- Cultures and traditions
- European influence
- Canadian identity

Health/Physical Education

- Positive and negative acts that affect our lives (healthy mind and body)



Before Reading: Look at the cover of the book. Discuss the image and what it may evoke. Ask the students what some of their favourite memories or experiences are with their mother/father/guardian. What creates memories?

During Reading: Read page by page and discuss each one as something that you might not do every day, but when you do it, it becomes a special memory.

1. Licking salt/friends with cows: How do you make friends with animals?
2. Swimming/clothes on: What activities do you do that make you feel great?
- 3 & 4. Frosted window/father returning/scoop up in the air: What makes you happy when one of your parents come home after being away?
5. Hide/adults: Where do you go to get away in a quiet space?
6. Rooftop/moon: What do you like to look at in the sky?
- 7, 8, and 9: What kind and generous things do you do to help our environment?



10. Steal peanut butter: Tell a story about residential school and not being fed well so sometimes kids would sneak down and steal food. Talk about why they wouldn't just ask for a snack.
11. Mother's love/immensity: How does your caregiver show you love?
12. Believe what you say/say nothing: Discuss the meaning of this statement

After Reading:

Sensory Alert Lesson: Go through the book one more time, but this time have the students discuss the senses being used on each page. Record some of the vocabulary they may share.

- Choose your favourite page or image that you connect to and create your own three-to-four line free verse poem. (Free verse has no set conventions for punctuation or structure. They need not rhyme or have a distinctive rhythm. The lines don't need to conform to any pattern. Words choice is important, and should evoke strong images, mood, and emotion. Put all the poems together in a booklet for future independent reading.



3.5 Cluster #3 Projects

Project 1: Beliefs and Values

1. Students will learn the difference between beliefs, values, and opinions. They will celebrate how our differences make us unique and interesting.
2. Define: Values, Beliefs, and Opinions (can be done collaboratively). Give examples of each one.
3. Create questions around values, beliefs, and opinions. Two or three questions for each one. Add questions to a survey.
4. Have students interview each other with the questions on their survey.
5. Bring groups together to discuss the results. Conclusion: We all have beliefs, values, and opinions that are similar, and we all have some that differ. Pose the question: "Do we hold more common values, beliefs, or opinions? (You will probably notice that most hold the same values, differ on beliefs, and vary greatly on opinions. Discuss why this is so.
6. Pose the following questions and discuss: How do we respect each other's values and beliefs? Do we need to have the same values, beliefs, and opinions to get along? What are some things we can know about each other to understand people's beliefs and values? What values do you get from your family? Do you have any different values than your family?
7. What values and beliefs can we live with, and which ones need to be scrutinized more? Using a sheet divided into 16 boxes, have the students write a different personal value in each box. The teacher may need to guide this if the students are not able to come up with 16 by telling short little anecdotes and have students write down if they personally value it (E.g.: What's important for you in life? When hearing news stories, what stories or behaviours inspire you? What type of story makes you angry? What makes you most proud? What makes you the happiest? Use other questions that highlight values like: honesty, courage, creativity, dependability, determination, peacefulness, bravery, justice, pride in work, friendship, etc.

I value...	I value...	I value...	I value...
I value...	I value...	I value...	I value...
I value...	I value...	I value...	I value...
I value...	I value...	I value...	I value...



8. Now cut each box out so you have 16 separate pieces of paper with values written on them (if they have a bit less, don't worry). This part of the activity will narrow down each student's top three values they need to work on by asking questions.
 - a. Remove three values that are easiest for you to accomplish. You do it without even thinking. It is automatic.
 - b. Remove three values you rarely have to make a decision on.
 - c. Remove three values that with your parents/guardians help you could accomplish easily.
 - d. You have 7 personal values left. Take a good look and find the top three that would be the hardest for you to accomplish.
9. Have students do a quick think/pair/share with what they have chosen. Why do you think these three would be the hardest to accomplish?
10. Write on the back of the three squares chosen (or on a separate piece of paper) what those values look like in action AND what GOAL you could make to accomplish those values more often. For example: If one of the squares chosen is /bravery/, perhaps the student would write "When I see someone being bullied I will speak up."
11. After some time has passed (like a week or more), return to this activity and have a talking circle to express the impact this activity has had on them. Do they have examples of instances where they've accomplished their goal?

Adaptation of this activity: The teacher could lead the group by asking and writing down the brainstormed points. Students could then write on paper as the brainstorming progresses. The teacher could model at the same time his/her own personal values. More teacher directed with guidance along the way.

Assessment: On a scale of 1-5 with one being /no change/ and five being /changed my way of thinking/, have the students rate themselves on their effectiveness of accomplishing their goals.



Project 2: Mini-inquiry on Medicines

Use in conjunction with **Medicines To Help Us** by Christi Belcourt

Mini-Inquiry Suggested Format: Short-term small group research could begin like this—What plants are out there that can be used for medicines? Show an aspirin bottle and share the ingredients. The willow provides us with acetylsalicylic acid found in willow bark and leaves. Use *Medicines To Help Us* to create more questions and curiosity.

1. Immerse: Invite curiosity and wonder: **Pose questions** (lots of questions from the large group), invite curiosity, collaborate, develop heterogeneous groups with compatible interests.
2. Investigate: Develop questions, search for information and discover answers by reading, listening, and by asking with your question in mind. Find information in various sources.
3. Coalesce: **Synthesize** the information and build knowledge: Go deeper and ask more questions, delve into your question and find additional resources to help understand at a deeper level.
4. "Go Public" is a time to demonstrate understanding and share their learning (small group to small group, small group to large group, jigsaw, etc.)

For further information on the inquiry process refer to *Comprehension and Collaboration* by Stephanie Harvey and Harvey Daniels, 2009, Heinemann.

Project 3: Virtue of the Week: You may want to list the virtues on a spinner and each week or month, spin the spinner and whatever it lands on is the virtue students and teacher demonstrate during the day/week/month.



Book Cluster #4: Storytelling, Entertainment, and Lessons

4.1 Sasquatch Exterminator

<https://www.metismuseum.ca/resource.php/150038>

Author: Don Freed
Illustrator: Myles Charles

Overview of Story: This humorous story is about an encounter between a northern Aboriginal boy and the famous Sasquatch.

Themes in this book:

- Sasquatch
- Singing/poetry
- Being scared
- Playing tricks
- Northern Saskatchewan

Possible Curriculum connections:

Language Arts

- Listen, comprehend, and respond
- Rhyming words/word families

Social Studies

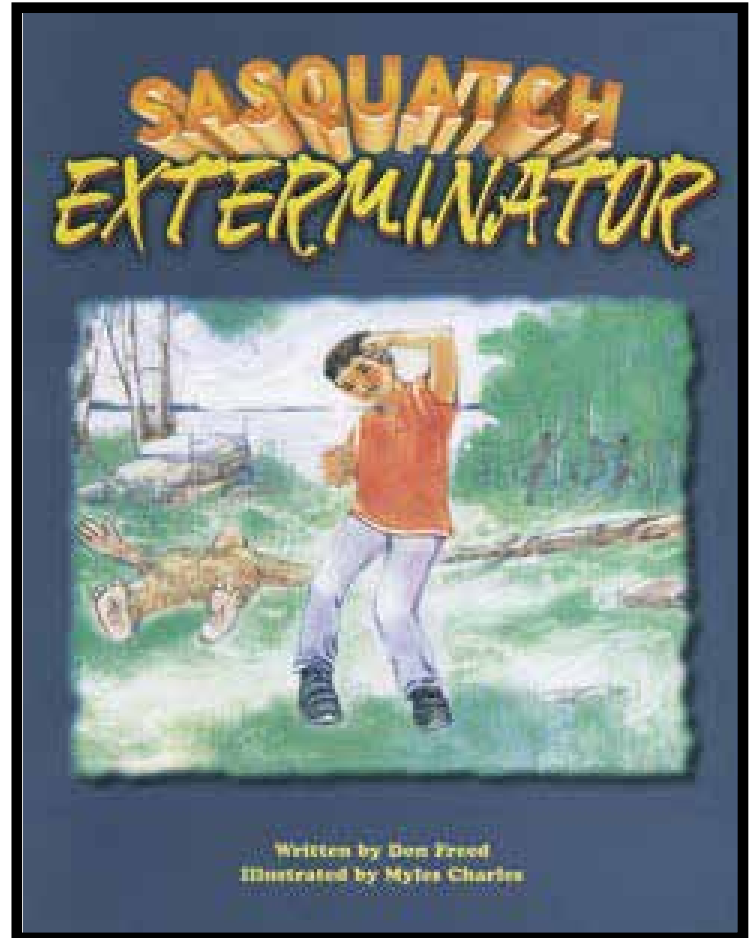
- Mapping (locate community)
- Community/Family
- Cultural diversity

Health/Physical Education

- Feelings

Arts Education

- Music (beat/song)



Before Reading: Introduce the term Sasquatch. Activate students' **background knowledge** about the Sasquatch and discuss the Sasquatch's attributes. How scary is a Sasquatch compared to a werewolf, Roogaroo, mummy, Headless Horseman, etc. (have students do thumbs up or thumbs down for level of scariness.) Discuss what makes them scared! Real or not real?

During Reading: On page 8, the story changes mood. Do another **prediction** here. On page 9, he is scared out of his wits. On page 10, they are laughing. Why the sudden change in mood? Use the turn and talk strategy where one buddy turns to another buddy and shares. Gather the large group back together, and ask for them to share a few of their predictions. Continue reading ... stop and ask, "Was your prediction confirmed? Did you change your prediction as I read on?"



After Reading: Discuss how the characters were dressed up in a costume. Playing tricks on one another can be fun or can be dangerous. Discuss tricks played on them and tricks played on others. This could be a good writing launch after using the following Cloze procedure:

Silly Story Template CLOZE Procedure:

We can change this story by just changing the characters, food he ate, and adjectives. Using the template of the CLOZE procedure below, add your own ...

One day as I was taking a walk
I saw a _____ sitting on a rock.
Eating some _____ and it made me panic.
He turned and said, "Do you have any bannock?"
I ran home as fast as a _____
Jumping over bushes and leaping over _____
My heart was beating and pounding fast.
I ran with all my might and got home at last.
I told my _____ and _____ laughed at me.
She gave me a _____ as big as can be.
Old and _____ and covered in fuzz
"Take this to the _____ and see what he does!"
I walked up to the _____ and looked at his hide
I saw buttons going down the side
I opened them up saying "Who's in there?"
_____, _____ and _____ Bear!
I stuffed the _____ in with them
And did the buttons up again!!!
I told my _____ and we both laughed
Tonight they'll have to take a bath!!!

- Share the song you created with others.



4.2 The Beavers' Big House

Authors: J.D. Panas and Olive Whitford

Illustrator: J.D. Panas

Translation: Norman Fleury

Overview of Story: *The Beavers' Big House* tells the story of a forest fire and how two beavers—Baptiste and Betsy—rally the other forest animals to fight it. The book teaches children valuable lessons such as the need for cooperation and preparedness.

Themes in this book:

- Ecosystems (water and fire)
- Animals
- Fire safety
- Cooperation
- Leadership

Possible Curriculum connections:

Language Arts

- Listen, comprehend, and respond
- Sequence
- Alliteration (names of animals)

Science:

- Elements of Fire (heat and temperature)
- Ecosystems—interdependence
- Environmental impacts
- Plant growth and development
- Interdependence (human and animal)

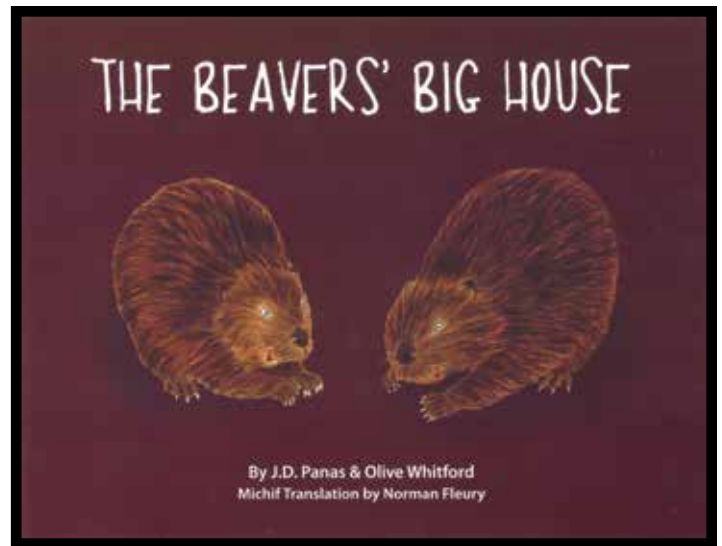
Health/Physical Education

- Fire prevention and safety
- Balance of work and play

Before Reading: Activate students [background knowledge](#) about fire safety by asking the students (in small groups or in the large group) to think about ways in which they could save themselves if there was a fire in the school or at home, both with prevention of a fire, and action during a fire. Then ask them to discuss how animals could save themselves if there was a forest fire.

During Reading: Read the first part of the book without interruption. When you arrive at the page where Betsy smells smoke, stop and ask the students to think about what might happen ([infer](#)) to the animals in a forest fire. What could they do to save themselves?

Continue reading until you get to the page where the animals seem defeated by the immensity of the fire. Have them return to their seats and write or draw the ending ([predict](#)). Share their creations with a small group or a partner. Then return to complete the reading.



After Reading: Fire Prevention and Safety Lesson:

1. Focus the students' attention on fire safety and the positive and negative effects of wildfires. Create a T-chart.

Positive Effects	Negative Effects

2. Ask the students about the fire. What started it? How was it put out? Were any of the animals hurt? What could have happened had it not been extinguished? Lead the questioning to wildfires, prevention and safety.
3. Discuss with students the importance of extinguishing fires while camping. The consequences may reach beyond the forest and animals to areas populated by humans and areas with property. However, the effects of a fire are not permanent and often lead to regrowth and the flourishing of many plants and animals. As the teacher is explaining this cycle, images of forests before, during, and the stages after can be shared to illustrate these cycles.
4. What part do humans play in this cycle? Causing the fires, intentionally or accidentally (explain to students the benefits and reasons for intentional forest fires).
5. Ask the students what it takes to start a fire. What elements are required for a fire to take place (heat, oxygen, and a fuel source). Then ask how we can prevent forest fires. Rules such as: drown the fire with water, ensure all embers, coals and sticks are thoroughly wet, stir the area with a shovel and add more dirt or water should be outlined with visuals. Other safety rules are not to play around the fire or with the fire, avoiding putting flammable materials near a fire, and allowing adults to be in charge of setting, maintaining, and extinguishing the fire. Be sure to emphasize awareness as a large part of this process.
6. Have each student create a poster that illustrates campfire safety rules that may be shared with local campgrounds for fire prevention and awareness.



Additional Post-Reading Lessons for *The Beaver's Big House*: Unique characteristics of Saskatchewan's forest animals

1. In this activity, students will understand about unique animal characteristics and their purpose in the ecosystem.
2. After reading ask students: How did Baptiste and Betsy get around? What did they spend their time doing? How did they collect the wood for the lodge?
3. Explain to students that Baptiste and Betsy would not be able to do these specific activities as well had they not had unique characteristics that helped them. For example, humans could not chew trees down, but beavers have strong teeth that do not stop growing which allow them to chew down trees. We can't live both "in" and "out" of water either.
4. Pick an animal from the book or several, and dress up a student volunteer for a feature-by-feature while explaining the special purpose for it. For example, beaver—cardboard tail: tail stores fat in winter, offers balance and steering while swimming, creates warning noise; thick coat and undercoat: protects from all climates; goggles: clear layer that covers their eyes while swimming; teeth: stick out in front of the lips so they can carry wood while under water without getting water in their mouth, teeth never stop growing, etc.
5. For the additional dress up animals, have the students speculate for what purpose each feature would serve.
6. As closure, students will invent an animal that they feel would have all the characteristics required to live in the forest and create an illustration and short explanation.



Make a Fire Escape Route Plan Lesson:

1. In this lesson, students will understand the importance of fire safety and how to safely exit their school or home. You may have to initiate a practice drill at the school.
2. After a fire drill in the school have the students compare and relate to the actions of the animals in *The Beavers' Big House* when notified of the fire. Ask students what they noticed that was similar or different. How should they have reacted? What is the procedure?
3. As a class discussion, list possible escape routes from the classroom, including alternatives such as windows, as well as confirming a safe meeting place for when the students have exited the school.
4. Divide the class into groups of 3 or 4 and give each group two copies of the school floor plan. Assign each group an area or room of the school; for example, the classroom and alternate classrooms used, library, bathrooms, and gym. Each group is to draw escape plans for each room.
5. Once students have completed their assignments, regroup as a class and discuss escape plans. Make necessary changes if necessary. Post one copy in the classroom and one in the area of the school that was covered. In addition, or on their own, have students create fire escape routes in their home.

4.3 Roogaroo Mickey

Author: Wilfred Burton

Illustrator: Leah Marie Dorion

Translator: Norman Fleury

Overview of Story: Telling stories has been a Métis tradition for generations. Papayrs or Mooshums and Mamays or Kookhums share stories with their grandchildren, parents share stories with their children, and friends share stories with one another! Some stories are for fun while other stories teach lessons to young ones, and some do both. The favoured stories of many are about tricksters like Chi-Jean, or about Roogaroos, Métis werewolves. In *Roogaroo Mickey*, Mamayr tells Louis and Charlie a Roogaroo story from when she was a little girl. But Roogaroos aren't real ..., right?

Themes in this book:

- Family
- Roogaroo (Métis character)
- Helpfulness

Possible Curriculum connections:

Language Arts

- Listen, comprehend, and respond
- Sequence

Math

- Graphing

Social Studies

- Cultural folklore

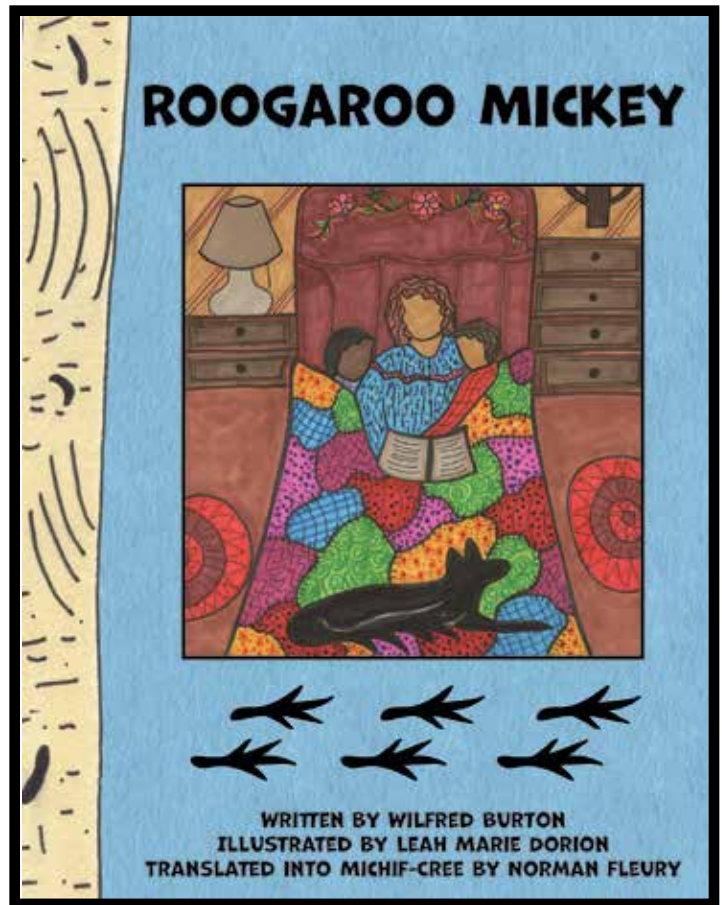
Health/Physical Education

- Feelings

Before Reading: Before reading the book, let the students know that it is about a grandmother telling her grandchildren bedtime stories, and the story was inspired by an Elder. Ask them, "What stories do you like to hear before bed? Do you have favourite stories that you like before going to sleep? Are all stories read or are some of them told to you? Would you listen to scary stories before bed?"

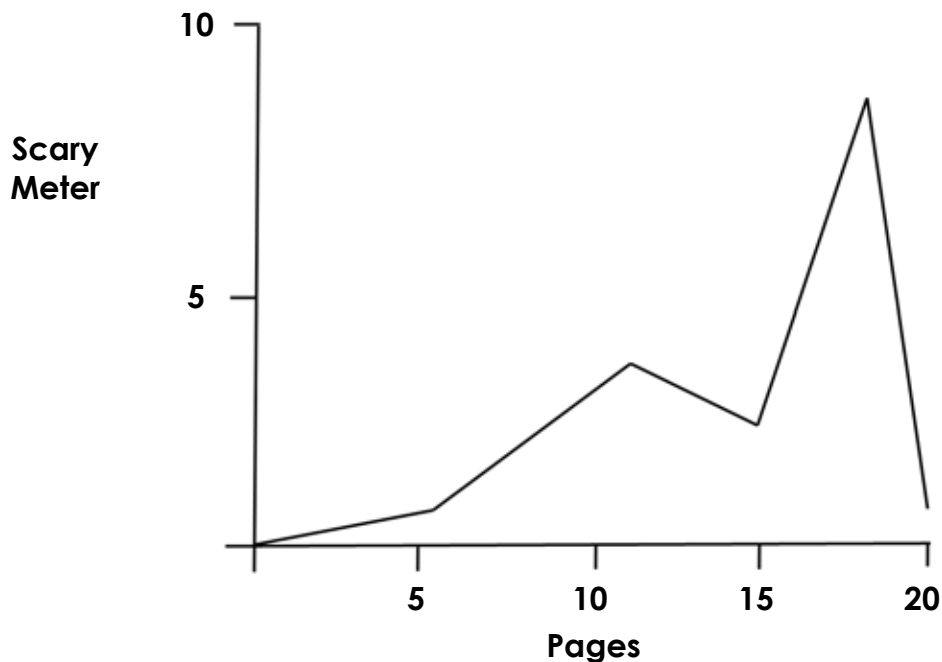
- Get the students to quickly sketch what they think a Roogaroo looks like.
- Tell the students they are going to stop periodically throughout the story to judge how scary the story is on a "Scary Meter" from one to ten. (One is not scary and ten is very scary).

During Reading: As the story is read, stop periodically (about every two to four pages) and ask the students to score the scariness. In this way, you can plot or graph the climax of the story.



After Reading:

- Review the “Scary Meter” graph and discuss the scariest parts of the story. Reflect on why the author used this feature in the story (To keep readers interested. To trick the reader, etc.).
- Return to the sketch and edit it based on new information from the story. Connect this to problem/solution.



* example of the “Scary Meter.”

Additional Post-Reading Lesson for *Roogaroo Mickey*:

Persuasive Writing: I Believe in Roogaroos/I Don't Believe in Roogaroos Lesson

Persuasive writing is an important skill, and this story is conducive to stating a position. Do you believe or not believe in Roogaroos? The purpose of persuasive writing is to persuade the reader to a point of view on whether or not Roogaroos exist. It requires the writer to form an opinion and adopt a sense of authority on the subject matter. The writer will develop their argument in a sequential, rational way, providing reasons and examples to support the point of view. Begin by having a Think/Pair/Share on whether or not Roogaroos exist. Use a graphic organizer to prepare a written argument (prewriting phase), by including the following:

- **Write the introduction.** The writer sets up the issue. The writer briefly states the different opinions and explains your purpose for writing. It usually begins with a topic sentence stating the main idea. It also serves as the outline for the paragraphs that will follow.
- **Write at least three paragraphs that support the main topic.** The writer explains his/her opinion with reasons and examples to support it. Each paragraph supports one main idea with details (consisting of more than three sentences). Use ideas written on the graphic organizer to compose these paragraphs.
- **Finish the piece with a concluding paragraph that summarizes the essay.** It is similar to the introduction, but do not repeat what you've already written in the same way. The purpose of the conclusion is to leave the reader with a strong impression of your thoughts and ideas.
- If time permits, have students write their opposing position, or conduct a debate or structured controversy activity.



Graphic Organizer for Persuasive Writing

Paragraph #1—Introduction

Attention grabbing beginning:

Description of issue:

Opinion stated:

Paragraph #2

Reason #1

Evidence to Support
(details and examples)

Paragraph #3

Reason #1

Evidence to Support
(details and examples)

Paragraph #4

Reason #1

Evidence to Support
(details and examples)

Paragraph #5—Conclusion

Restate opinion:

Summarize your three reasons:

Call to action or closing statement:



Tableaux Activity:

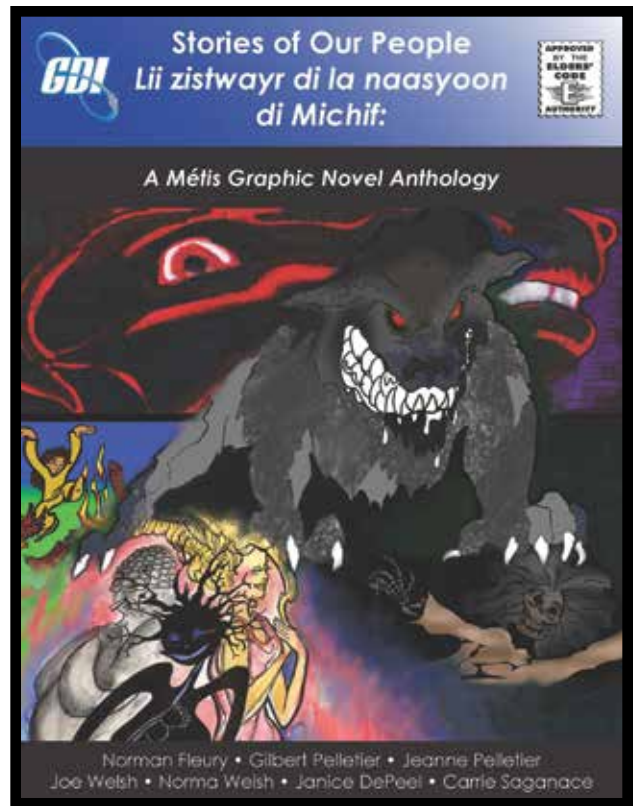
- Place students in small groups (3-4 people) and give them a photocopy of one of the pages (or do a verbal scenario). Don't let other groups see or hear it.
- Have the students create a tableaux using all of their group members. Their job is to act it out, then when the teacher says "Freeze" they stay still until ... (They can use props, etc. Give some time for discussion and practice).
- Upon the call of "Freeze," the other students (not part of this tableaux) will try and guess the part of the story they are depicting. Once they've guessed it correctly, the group can "unfreeze."



4.4 Stories of Our People: A Métis Graphic Novel Anthology

Authors: Norman Fleury, Gilbert Pelletier, Jeanne Pelletier, Joe Welsh, Norma Welsh, Janice DePeel
Illustrator: Carrie Saganace

Overview of Story: *Stories of Our People* is a graphic novel anthology which includes the storytellers' original transcripts, prose renditions of the transcripts, and five illustrated stories. This community-based book is steeped in the Michif-Cree language and culture. These stories seamlessly blend characters and motifs from Cree, Ojibway and French-Canadian traditions into an exciting, unique synthesis. *Stories of Our People* includes stories about the three Métis tricksters (*Wiisakaychak*, *Nanabush*, and *Chi-Jean*), werewolves (*Roogaroos*), cannibal spirits (*Whiitigos*), flying skeletons (*Paakuks*), and the Devil (*li Jiyaab*).



Themes in this book:

- Storytelling
- Characters (*Wiisakaychak*, *Nanabush*, *Chi-Jean*, *Roogaroo*, *Whiitigos*, *Paakuks*, and *Jiyaab*)
- Métis worldview

This anthology has a variety of stories appropriate for different age levels. The Trickster stories are not as dark as the *Whiitigo* or *Paakuk* stories. Choose an appropriate story for the age group you are teaching.

Project:

- Take one of the unillustrated story sections of the graphic novel and divide it into portions. Give one portion to each student.
- Have students illustrate their portion with tissue collage and silhouettes.
- Video each person reading their portion while you capture their illustrated version of that caption.
- Piece together all of the captions for a complete story. Show it to the school at an assembly or to parents on a parent night.

4.5 The Story of the Rabbit Dance

Author: Jeanne Pelletier
Illustrator: J.D. Panas
Translator: Rita Flamand

Overview of Story: In this charming story for young children, Métis trapper Jacques witnesses the creation of the “Rabbit Dance.” He then teaches it to his family and friends.

Themes in this book:

- Family
- Ways of living: Trapping
- Dance: “Rabbit Dance,” “Danse du Crochet”
- Traditional Métis lifestyles
- Gatherings/socials

Possible Curriculum connections:

Language Arts

- Listen, View, comprehend, and respond
- Procedural writing

Science

- Interdependence (human and animals)
- Diversity of living things in local ecosystems
- Habitats

Arts Education

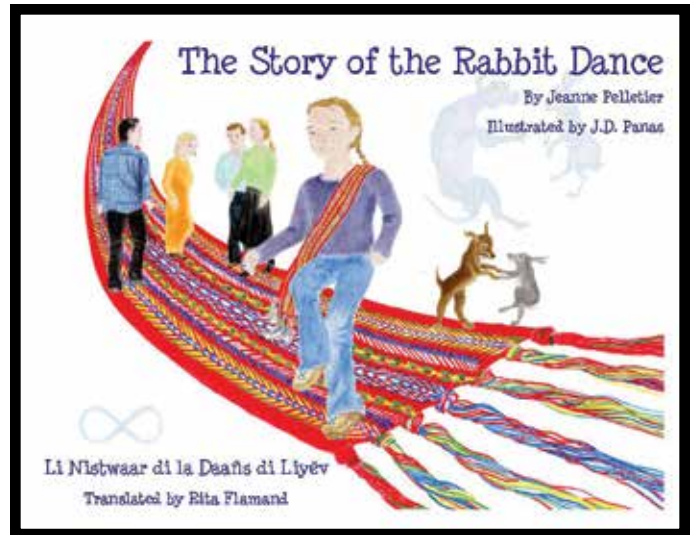
- Parfleche bag
- “Rabbit Dance”
- “La danse du crochet”

Social Studies

- Traditional lifestyles (trapline)
- Family
- Cultural traditions/worldview
- Cultural change over time

Before Reading: Discuss creation stories (Creation stories give an explanation of how ordinary things in life came to be). They are sometimes called “*pourquoi*” stories as *pourquoi* asks “why” in French. Pose questions and have students **infer**: How did skunks get their stink? Why are crows black and not other colours? etc. Get students to start thinking of “I wonder how ____ came to be,” questions. Record them on chart paper.

Tell the students they are going to listen to a story where the origin of the “Rabbit Dance” is explained. Tell them to listen carefully.



During Reading: Read the first 17 pages without stopping. When you get to page 17, ask the students to listen carefully because the author is going to give directions to do the “Rabbit Dance” within the story. Read each page slowly. Ask the students to **recall the important directions** as you record them on chart paper.

E.g.: Page: 19: two rows with rabbits on one side and dogs on the other.

Page 23: Dog swings rabbit and then dog chases rabbit by side-stepping in a figure eight formation. Tag the rabbit. Everyone in the line has a turn.

Page 25: Do the same thing. Rabbits chase the dogs by side-stepping in a figure eight. Tag the dog. Everyone has a turn.



After Reading: Have the students (based on the book) list the components of the “Rabbit Dance.” Write on chart paper. Then reveal the actual “Rabbit Dance” calls and **compare** the two. Fill in the missing **details** for a successful dance.

- Listen to the “Rabbit Dance” music. Break the students into groups of four partners (8 people). Have them learn the “Rabbit Dance.”

The “Rabbit Dance”: La “Daañs di LiyéV”: Everyone can do the “Rabbit Dance” and it is a lot of fun for the students.

You may want to use props for this dance (rabbit ears and puppy tails).

1. Form two lines—rabbits on one side and dogs/foxes on the other.
 2. The lead couple faces each other and holds hands with wrists in crossed position.
 3. The lead couple side gallops down the centre and back again. The others stay in line position.
 4. The lead couple elbow swings.
 5. The lead puppy releases the lead rabbit and chases the lead rabbit (using the side-step) down the middle, around the puppies, down the middle and around the rabbits (makes a figure eight).
 6. The lead puppy tags the lead rabbit on the shoulder.
 7. The lead couple join hands and goes to the end of the line. The next couple becomes 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.
- The “Rabbit Dance” was based on La “Danse du Crochet,” a traditional contra dance. This dance has much Métis symbolism (weaving of the sash, figure 8, etc.) and repetition. If you wish to learn it, here are the calls:

La “Danse Du Crochet”

1. Line up holding hands—women on the right side of the men in two lines
2. Face each other in two lines
3. The first couple joins hands and promenades to the end of the line, turns and dances, back down the line to the beginning.
4. Let go of hands and lady turns right and man turns left to dance around to the end of the line.



5. Join at the end of the line and dance down the middle to the front again.
6. The first couple (only) link elbows and swing, then let go.
7. The first woman links arms with the second man down the line.
8. Then links with partner in the middle. Keep going until you have linked arms with all the men in the line and with your partner in the middle.
9. Go to the beginning of the line again. This time, link elbows, swing, and the men link arms with all the women in the line, and with partner in the middle.
10. When the couple gets to the end of the line, they link arms and return to the beginning of the line.
11. This time, the couple links elbows and the men link with the women in the line and the women link with the men down the line meeting in the middle to elbow swing.
12. When the couple gets to the end of the line they elbow swing and return to the beginning of the line and then back to the end of the line.
13. The next couple repeats the process.
14. The next couple repeats the process, etc ...

**This dance is a little more complex than the "Rabbit Dance."



4.6 Cluster #4 Project

Project: Fractured Tale

1. In this cluster you were exposed to different Métis storytelling techniques including some key characters in traditional stories. In Saskquatch Exterminator the students along with Don Freed created a song about character that intrigues us. The character might not be exclusively Métis but the characters in the community are. In Beaver's Big House, the beavers take on human qualities. This is called Anthropomorphism when you assign human characteristics to animals or objects. Roogaroo Mickey tells a contemporary tale of a Métis character: the Roogaroo. Stories of Our People is a collection of traditional Métis storytelling characters teaching lessons. The Story of the Rabbit Dance tells how the Rabbit Dance was created, a kind of how things came to be story. As you can see, Métis storytelling is diverse with a variety of purposes.
2. In this project you will create a digital story by fracturing a traditional Fairy Tale and make it Métis specific.
3. With the whole group, one can use the gradual release of responsibility. Model with whole class, then break into small groups. Take a familiar fairy tale, like Cinderella. Break the ideas down into a story map: setting, characters, problem and resolution. Then brainstorm a list of objects mentioned in the story and write down the Métis equivalent to the item (bread = bannock, car = red river cart, castle = Factor's house, etc.). Create a short fractured tale by inserting Métis items into the retold story
4. Now have the students break into pairs or small groups. From a list of Fairy Tales, have them choose one, then have them break it down into setting, characters, problem, solution. Then take key elements from the traditional fairy tale and retell the Métis equivalent, just like in the whole class activity. Use elements from the storybooks featured in this cluster.
5. Have the students list the characters and create a Métis version of that character.
6. Now have students create a beginning, middle and end to their story.
7. Have the students transfer their written work into a visual format. Students can create scenes from their story by drawing/colouring/painting or take images from clip art.
8. Take their visuals and represent them digitally.
9. After practicing the reading of their script, they can record the story.
10. Share their stories with the rest of the class, other classrooms or the entire school. Perhaps they can share them with family and/or public on school webpage, etc.



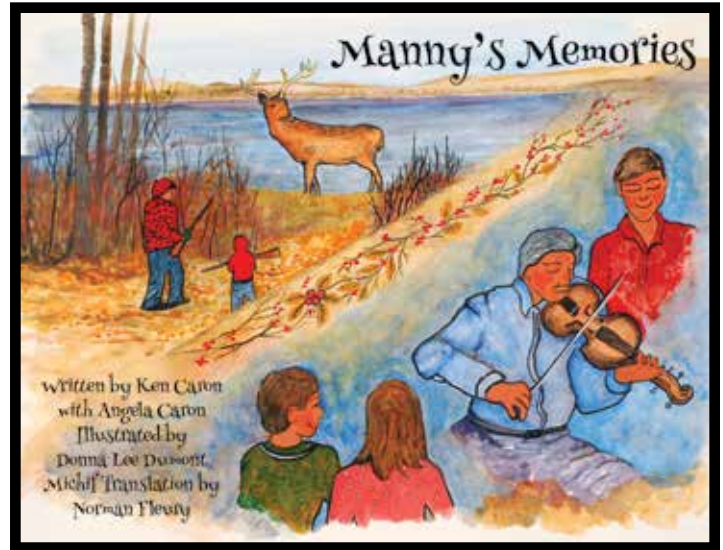
Book Cluster #5: Lifestyles in Transition

5.1 Manny's Memories

Authors: Ken Caron with Angela Caron
Illustrator: Donna Lee Dumont
Translator: Norman Fleury

Overview of Story: *Manny's Memories*, by author Ken Caron and his daughter Angela Caron, introduces us to the Métis community of Round Prairie, Saskatchewan through the eyes of a young boy growing up in the 1940s. Manny shares his boyhood memories of the once vibrant community not too far from Saskatoon's city limits. Though rural life at the time called for hard work, self-sufficiency, and generosity, there was always time to have fun.

Artist Donna Lee Dumont's visual expression of *Manny's Memories* helps us see the world as Manny remembers it. Norman Fleury's accompanying Michif translation and narration returns to the language which Manny so often heard as a boy. *Manny's Memories* leaves us with a rare and satisfying glimpse of life not so long ago.



Themes in this book:

- Prairie Métis communities
- Transportation
- Livelihoods
- Rural to urban
- Rivers/water (flood/ice jams, etc.)
- Pastimes and celebrations
- Family life
- Storytelling
- Food

Possible Curriculum connections:

Language Arts

- Comprehend and respond

Science

- Erosion
- Habitats and communities
- Weather
- Diversity of living things

Social Studies

- Relationships
- Resources
- Interdependence of nations
- Cultural diversity

Math

- Addition and subtraction of whole numbers
- Comparing numbers



Before Reading:

Ask the students if they know where Round Prairie is and where the communities mentioned in the story are: Dundurn, Hanley, Saskatoon, and the Whitecap Dakota First Nation.

Predict what it might look like in that part of the country. Predict why the Métis and First Nations people liked that part of the country (close to waterways, prairie, grassland for grazing, and wooded bluffs for firewood and protection from the elements and enemies).

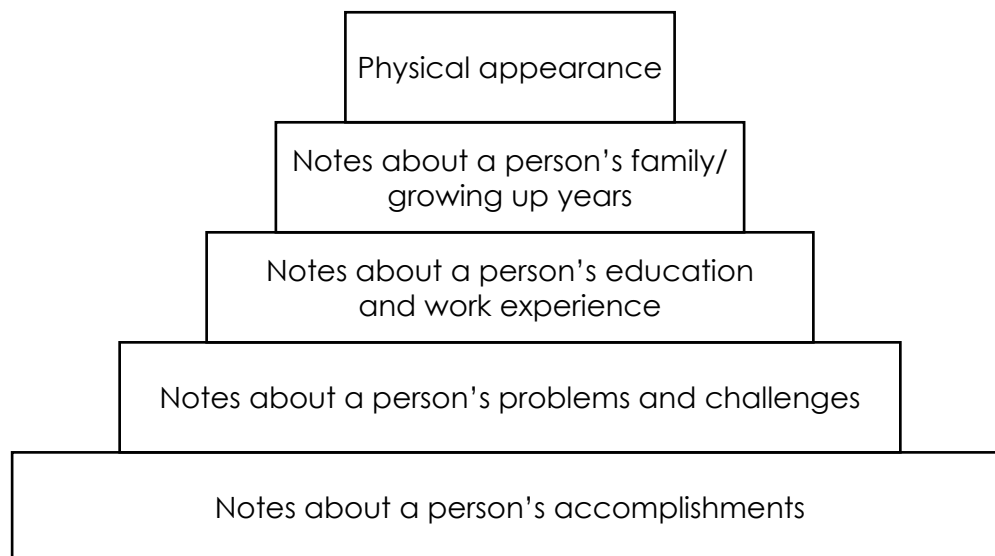
Have the students look at the cover of the book. There are several illustrations that would give them an idea of the book's setting and characters.

Show the map at the back of the book. Calculate the kilometres between Round Prairie and the communities mentioned in the story: Dundurn, Hanley, Saskatoon, and the Whitecap Dakota First Nation. This will give the students a sense of how long it would take to go from one place to another (by car, by foot, by horseback – on Google Maps or another map website) in days gone by. Compare it to transportation of today. This will help the students to comprehend while reading the book.

During Reading: Importance of Water: Stop from time to time and reflect on the role water played in the livelihoods of the characters. Why was the river important to early peoples? Why was it a good idea to have a community close to the river? What foods came from the river?

If reading aloud to the class/students, Create a Person Pyramid by stopping after each two page spread and filling in the details.

PERSON PYRAMID



After Reading: This book is about family. Conduct an interview with a family member. Construct questions as a class beforehand or use the following: (Be aware of the students in your class who may find this uncomfortable because of their family relationships – foster care, death of a parent, etc.)

1. Ask about the name and birth information. Ask for the names of parents, brothers, and sisters.
2. Ask what their childhood was like.
3. Ask about their schools and what they did for fun.
4. Ask about when their children were born, and how they reared them.
5. Ask them how the world is different today.
6. Ask them about friends they have had.
7. Ask about the different kinds of work family members participated in.

Have the students compile this information and present it to the class. Have the students bring in a piece of memorabilia from their family and tell a story about the item. Create a heritage corner in the classroom and have the students place items there for inspiration in writing or for discussions.

When creating genealogies, first model Manny's genealogy to show relationships in families.

Why do you think the publisher used real photos and painted illustrations?



5.2 Road Allowance Kitten

Author: Wilfred Burton

Illustrator: Christina Johns

Translator: Norman Fleury

Overview of Story: They say, "Home is where the heart is." For Rosie and Madeline, home also included their pet kitten. Imagine being told you have to leave your home ... without your pet. Based on a true story, *Road Allowance Kitten* gives readers a glimpse into the history of the Road Allowance Métis and their forced removal from their humble, but beloved, homes on the road allowance. Award-winning children's author Wilfred Burton skillfully shares this story through the eyes of the children involved. The vibrant illustrations by Christina Johns are the perfect accompaniment to this authentic vignette of a little-known part of Prairie history.

Themes in this book:

- Métis (families, displacement, post 1885, jobs, Métis in the 1940s & 50s)
- Road Allowance history
- Prairie Life
- Friendship
- Pets
- Seasons
- Games: Canny Can
- Power dynamics
- Moving
- Transportation (horse/wagon, railway, cars)
- Broken promises
- Problem solving

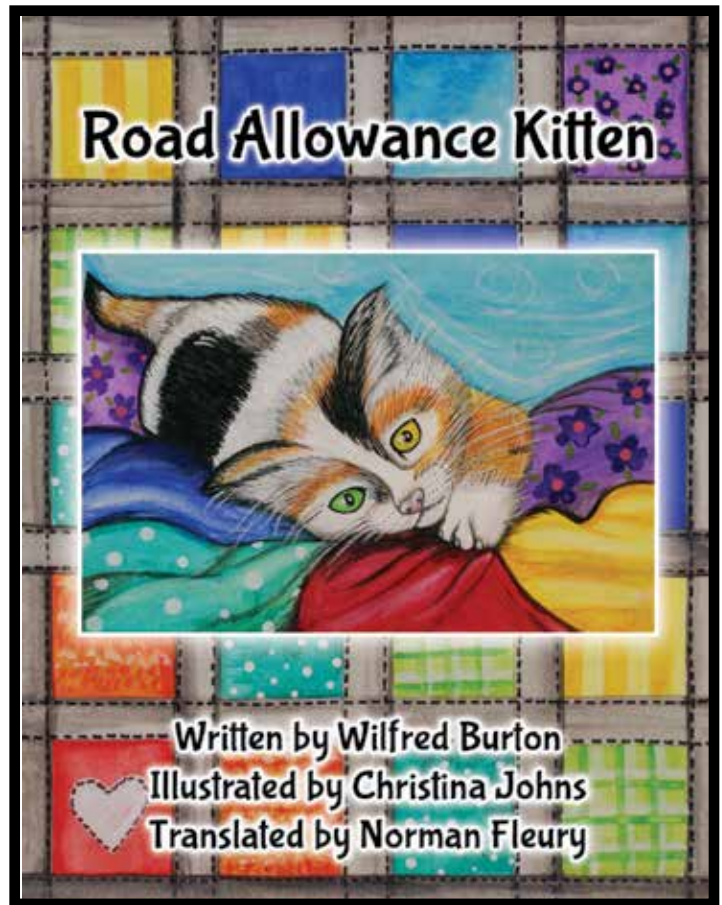
Possible Curriculum connections:

Language Arts

- Comprehend and respond
- Compose and create
- Metaphor; "Home is where the heart is"

Science

- Prairie flora and fauna through the seasons
- Seasonal signs and transitions



Social Studies

- How Métis people have shaped Saskatchewan
- Impact of land on lifestyles and settlement patterns
- Challenges presented by the natural environment
- Relationship with the land, environments, events and ideas as they have affected the past, shape the present, and influence the future
- Power and authority
- Maps, map reading
- Cultural differences

Arts Education

- Understand the connection between the arts and the human experience within the cultural heritage of the Métis
- Quilting
- Respond to work of Métis artist whose artistic expression reflects the issues, history, culture, and lifestyle of the Métis
- Jigging and fiddle music
- Illustration: What an artist has to think about. Which images would be more difficult to produce?

Math

- Special awareness, distances, measuring, volume (on maps, for quilting, packing)

Before Reading:

List vocabulary used in the story to describe the setting and the characters from the first part of the story. (treeless, cozy, cheeky, calico, fluttering, golden, delicious, wild, hot, beautiful, fresh). What could the story be about? How do those words make you feel? What is the mood in this first part of the story? Justify why you think that.

List vocabulary from the second part of the story and ask the questions: Do you want to change your prediction about what the book is about? What is the mood in the second part of the story? Why do you think that? (tearful, choking, commotion, starve, ruckus, arched, hissed, shouted, fugitive, gasped, blackness, sobbing)

Listen to the story and think about when this mood changes and why.

During Reading:

The reader of the text stops from time to time to add additional mood or feeling words to the existing list of words. Throughout the text stop and ask for new words and how characters in the story must be feeling. Record responses.

After Reading:

1. Explain MOOD: The MOOD of the story is the feeling you have when listening to or reading a text (refer to definition already displayed). Think about how you feel when you see a friend or how you feel when you read a frightening book. That is the MOOD - how you feel about something. When we read, we react and have feelings about the characters or setting based on the vocabulary and illustrations.
2. Write all mood words on index cards from the Before Reading section. Group mood words together. Have students explain why each group is together.
3. Take your words and list additional words on the back of the card that are synonyms



- to each word. E.g.: Commotion = noisy, ruckus, uproar, brouhaha, etc.) Find two sentences with the original words in the story and rewrite that sentence with your new synonyms. Does it sound better? Why is choosing the perfect word important?
4. Discuss the mood change in the story and the reason the author had in creating that mood change. How did the story make you feel at the beginning and how did it make you feel at the end? How does this part of history make you feel? Did you know about it before? Why do you think that you didn't know this part of Saskatchewan history? Why is it important for everyone to know this story?
 5. Illustrate a scene mentioned but not found in the book or one that could have been part of this story (siblings, other pets, seasonal reference).



5.3 Road Allowance Kitten: Broken Promises

Author: Wilfred Burton
Illustrator: Christina Johns
Translator: Norman Fleury

Overview of Story: *Road Allowance Kitten: Broken Promises* shares more of the adventures of the main characters, Rosie and Madeline, and their pet kitten. Their adventure began in *Road Allowance Kitten*, which has become a very popular and widely acclaimed book within the canon of Métis children's literature.

In *Broken Promises*, the sequel, Rosie, Madeline, and Kitten go with their families by train to the north where they were to be relocated in Green Lake. Upon arrival, they soon found out nothing was ready for them. The families were discouraged and decided to make the long trek back south. Full of adventure and malicious encounters, the families finally arrived back south. Kitten accompanies them back, but has a surprise at the end.

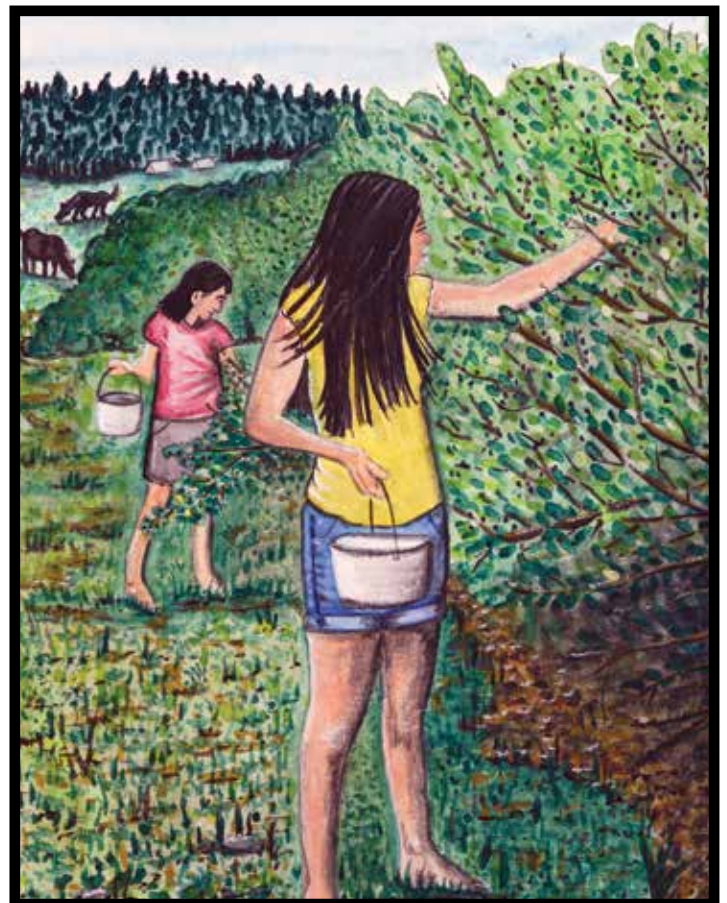
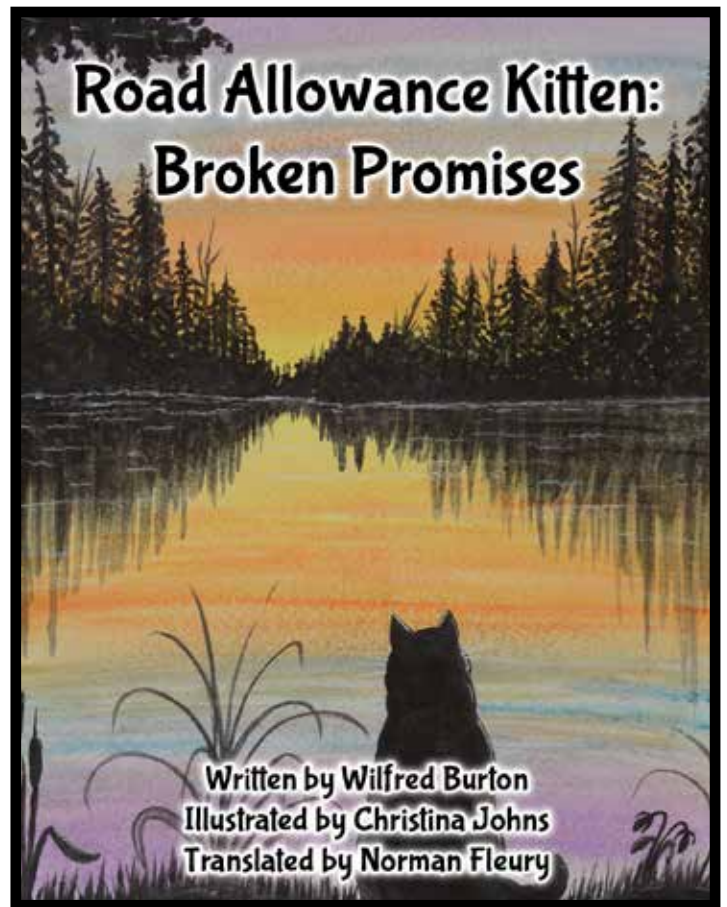
Themes in this book:

- Resilience
- Friendship
- Families
- Métis history
- Journeys
- Michif
- Weather
- Life cycle
- Games
- Racism/discrimination

Possible Curriculum Connections:

Science

- Investigate and analyze weather for society and environment
- Diversity of living things
- Analyze growth and changes of familiar animals



English Language Arts

- Listen to understand information, finding the main idea, supporting details, and make connections between texts
- Define and create a variety of representations
- Compose and create a range of texts relating to social responsibility
- Use oral language to interact appropriately with others in pairs, and in small and large group situations

Social Studies

- Investigate stories of significant events and persons in the local community's history
- Analyze the cultures and traditions in communities studied
- Assess how geography and related environmental and climatic factors influence ways of living on and with the land
- Demonstrate awareness that divergent viewpoints may lead to conflict as part of group interactions, and assess various means of conflict resolution
- Analyze how the Métis have shaped and continue to shape Saskatchewan

Health Education

- Analyze the factors that influence the development of personal standards and identity, and determine the impact on healthy decision making
- Examine healthy opportunities for harmonious relationships

Arts Education

- Respond to arts expressions that use the environment (natural, constructed, imagined) as inspiration
- Analyze and respond to arts expressions of various Métis artists
- Create artworks using a variety of visual art concepts: forms and mixed media

Before Reading/Listening:

Since this is a sequel, it would be important to read *Road Allowance Kitten* first. After reading the first book, ask the students to predict what will happen once they get to their destination. What will happen to Kitten? What will happen to the families? What will they see when they get there?

Record predictions on a chart or interactive smart board.

Show the cover of the book and chat about the setting of this story compared to the setting in book one. Add more predictions to the chart if this conversation sparks additional ideas.

During Reading:

As the story is being read, stop every couple of pages and review the predictions. Cross off any predictions that no longer fit with the story. Halfway through the story, stop and add to the list with new predictions. Continue reading and stop every couple of pages to cross off those that don't suit the story any longer.

After Reading:

Now that the story is finished, look at the list and cross off predictions that aren't true any longer and celebrate those that were close to the storyline.

Discuss how the government policy of relocation was carried out. How did the family respond to this policy? Make predictions about the people who stayed in the north and



didn't make the long trek back to the south. What might have happened to them? After prompting and probing with more questions, read the expository text at the back of the book. This will bring additional and deeper understanding of this period of history.

Additional Activities for this book:

Post-reading Activity #1: The title of this story is called *Road Allowance Kitten: Broken Promises*. Discuss what promises were broken in the story.

With elbow partners talk about times when they've experienced broken promises (a friend, a parent, etc.). What did it feel like? Is there any way to make up for a broken promise? What do broken promises do to relationships?

After discussion about personal broken promises, segue into the broken promises made by the government or by a nation. Perhaps this is when you can introduce a residential school story. What promises were being made to the parents/families when First Nations, Inuit, and Métis children were taken away to residential school? You could tie this topic into whatever else you are studying; such as the Holocaust, the environment, school rules, etc.

Post-reading Activity #2: What is the difference between discrimination (the unfair treatment of people on the grounds of race, religion, gender, abilities, etc.), racism (superiority over another race) and bullying (when a person hurts, harms, or is mean to someone over and over again)? Discuss what Madeline and Rosie's families experienced in this story (from the government relocation and from the farmers). What other examples of discrimination, racism, and bullying are there?

With the following scenarios, have groups of students decide whether it is a bullying, racist, or discriminatory scene.

Scenarios that highlight these three concepts (create your own too):

Scenario #1: Brandy has special needs. She needs a wheelchair to get around. Sarah plays with her every day, but all the other children in her class avoid them.

Scenario #2: Justin is in grade four. He is Dakota and has his hair in braids. The other boys in his class call him names because he has braids.

Scenario #3: Grades seven and eight students prevent younger grades from using the soccer field on the playground. They say it is their field.

Scenario #4: Pria is new to Canada. She is from India. She gets on the bus last every day. She has to sit in the only seat available. Every day her seat partner twists her arm or pinches her and calls her names, then laughs. Her seat partner tries to get the other kids to do the same thing.

Scenario #5: Jordan wants to play basketball on the playground with the other kids at recess. The others won't allow him to play because they say he is too short. No one wants him on their team because they will lose with him. They have never seen him play before.



After discussion from the prepared scenarios. Discuss with the students solutions to each scenario. Perhaps the students could write their own scenarios and then have a discussion about solving the issues presented.

Post-reading Activity #3: *Science:* In the story, Rosie and Madeline encountered extreme weather. Perhaps it was the beginning of a tornado. Many tornadoes touch down each summer in Saskatchewan. Make a tornado in a bottle.

Instructions:

1. Fill your container (a large pop bottle works) about $\frac{3}{4}$ full with clean water.
2. Add a squirt of dish soap, as well as your glitter or food coloring, if desired.
3. Seal the container tightly.
4. Move the bottle rapidly in a circular motion. After a few seconds, you should see the water begin swirling. Stop, and watch your tornado!

There are also various instructions on the Internet on how to make a tornado in a bottle.

Post-reading Activity #4: *Visual Arts:* Look through the book and highlight the use of silhouette in art by Christina Johns.

Use sunset colours (red, orange, yellow) or daylight colours (different shades of light blue, white) to create a background on a sheet of art paper. Paint the entire page with these colours. Blend them together. Cut up sponge pieces are great for this blending of colours.

On a black piece of construction paper draw an outline of an animal, like a horse, or dog, or cat (fairly large). Cut the outline out and glue it on the blended colour paper.

Use black markers to create detail under and around the silhouetted animal. Create trees, grass, and whatever else would enhance the piece of art.

Post-reading Activity #5: Cat's Cradle is a string game. Find a video online to teach you how to create a cat's cradle. You will LOVE it.

What other games do you play when it is rainy out or too cold? Can you create a guide to help others play your game?



5.4 Métis Christmas Mittens

Author and Illustrator: Leah Marie Dorion
Translator: Norman Fleury

Overview of Story: The holiday season has always been a very special time for Métis families. A family-oriented people, the Métis often didn't have money to buy expensive presents, but instead made practical items with much love. In this spirit, award-winning author and illustrator, Leah Marie Dorion takes readers back to the Métis tradition of making mittens for loved ones. *Métis Christmas Mittens* is a touching ode to Métis family life is accompanied by Leah's distinctive and evocative art.

Themes in this book:

- Métis families/community
- Tradition
- From Red River to Peace River
- Showing how to belong
- Generosity/sharing
- Smoked and tanned moose hide
- Recycling
- Christmas
- Making mittens (pompoms and fringe)
- Winter

Possible Curriculum Connections:

Arts Education

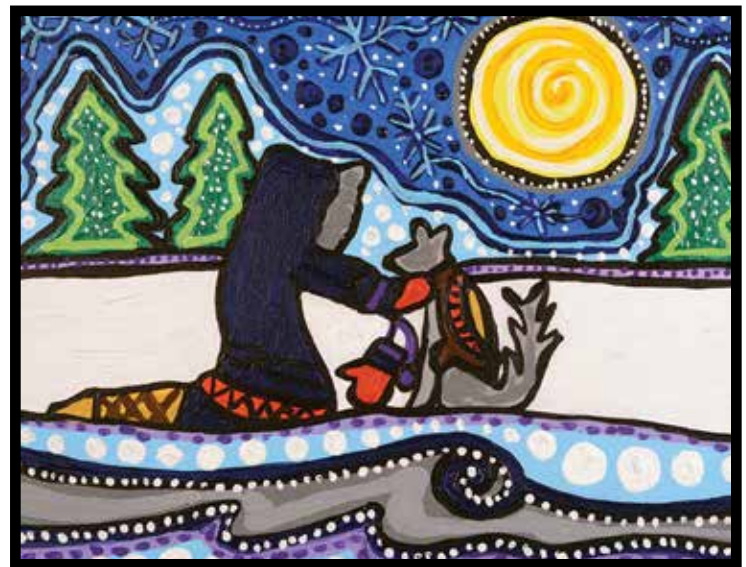
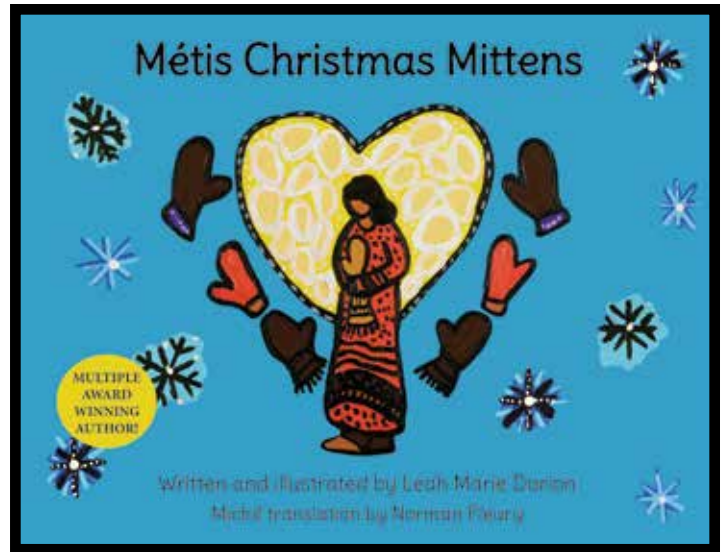
- Create art using various forms and media
- Analyze various Saskatchewan artists and forms
- Observe visual details
- Recognize and describe distinctions between various art styles (Métis beadwork/ First Nations beadwork)

Language Arts

- Comprehend and respond (oral and written)

Health

- Interpersonal skills
- Identity is influenced by relationships



Social Studies

- Cultural diversity
- Relationship to land
- Relationship with natural environment
- Daily life/survival in local communities
- How individuals and communities meet needs
- Métis communities across Canada
- Family traditions and celebrations

Before Reading:

Show the cover of the book to the students. Predict what the book will be about based on the title and cover. Tell the students that the book is about a tradition. Then ask the students, "What is tradition?" Record their responses. Discuss their definitions but do not actually define it for them. Let them know that the definition may become clearer as the story is read. Tell them that the purpose of the reading is to, "Listen to the story and see if you can figure out what tradition was happening AND think about if anything like this happens in your family."

During Reading:

As the book is read, stop from time to time to add to the definition of tradition. Cue the students with questions, such as: "Did we get more information that will help us come up with the definition of tradition? Do you have any connections with this part of the story?"

After Reading:

Upon completion, have the students come up with a completed definition of tradition. Ask the students if they made any connections to the story as it was being read.

Give examples of family traditions.

1. Every New Year, we eat boulettes (bullets) and galette (bannock) for lunch before we have the big meal. It is a tradition in our family.
2. Every Sunday, after church in the summer, we stop at the ice cream shop and get an ice cream cone. It is a tradition now.
3. Every Christmas, we all wear the same pyjamas. It has become a fun tradition in our family.

What is the tradition in this story? (In this story, making mittens for Christmas is a tradition. They do it every year so it has become a tradition for the community.) Now let's discuss with a partner or small group any traditions you might have in your family. After a few minutes share with the class.

Introduce to the students to this graphic organizer:

Facts I connected with	Connection/Puzzles (What it makes me think about and questions it raises)	Feelings (How I feel about this connection.)

You may want to ask the students to discuss tradition at home (see sentence stems below for ideas) and return with some ideas before you do the above organizer. Have the students share their homework/research.



Family Tradition Information Checklist

My tradition _____

What happens _____

When it happens _____

Where it happens _____

Who is part of this tradition _____

What you hear, see, feel, smell, or taste _____

Additional post-reading activities:

Making Mittens:

Using scraps of leather or fabric, trace the outline of a mitten on two pieces of heavier paper or fabric. After the pieces are cut out stitch around the outside of the mitten. For younger students you might want to have the students make a paper mitten and then adorn it using sequins, paint, etc. Use the template at the back of the book if necessary. To adorn the mittens use a variety of mediums. Use larger beads if the students are capable, OR use the point of a paintbrush to decorate with paint (flower beadwork designs), etc.

Sense of Belonging Activity:

1. Group the children into groups of five. Give each group a flip chart page that has been divided into five sections (roughly the same size/one portion for each student) using curved lines. Also give them colouring materials.
2. Have the children assign group roles. For example time-keeper, spokesperson and manager.
3. Allocate one section of the flip chart page to each child in the group. Tell the children that they have ten minutes to draw all the places they feel they belong to outside of



school. This task will not work well if the children are seated conventionally around a table. They may need to lie on the floor or stand around a table.

4. After ten minutes, have each child talk to their group about their drawings. Ask them to listen very carefully to each other because at the end there will be a memory game to see who was listening well.

5. Next, ask the spokesperson from each group to present their group's map to the rest of the class. As each child's work is being presented, ensure that the child feels it is a fair representation of what he/she said in the group session. Allow brief explanations or additions to be made if necessary.

6. At the end, pass around cards with the children's names on them, blank side up. Have each child pick out one name. Ask them if they can remember what the other child spoke about. If they are able to summarize what they heard, give them a round of applause. If they have trouble remembering, invite the other children to suggest a response.

Making Words Activity:

Use the word /tradition/ as the "secret" word. Make a list of smaller words using only the letters in /tradition/. See how many two, three, four, five, six, seven, eight, and nine letter words you can make. In the end, the students try and figure out what the "secret" word is.

Chase the Mitten Down:

Have everyone get out their mittens/gloves from their locker. Place one mitten at the end of the room/gym and put the other mitten in a basket at the other end of the room/gym. Form two teams. Students should then grab a mitten from the basket and race to the other end of the gym and find its partner and race back. Continue relay until everyone is back with a pair of mittens. Cheer your team.

Mitten Poem Activity:

1. Present the poem to the students. Read aloud, then do a shared reading. Discuss the poem.
2. From there, the students can find rhyming words, compound words, or whatever they are learning at the time (phonetically or structurally).

Mittens

Stripes or dots or sparkling white,
Mittens in winter fit just right.
Wool and cotton, maybe leather—
Mittens warm us in cold weather.
In rainbow colours and darkest black,
Mittens fit in a pocket or in your pack.
Thumbs alone, fingers together,
We love mittens in cold, cold weather!

(Author Unknown—Poem from www.canteach.ca/elementary/songspoems33.html)



5.5 Kohkum's Babushka: A Magical Métis/Ukrainian Tale

Author: Marion Mutala

Illustrator: Donna Lee Dumont

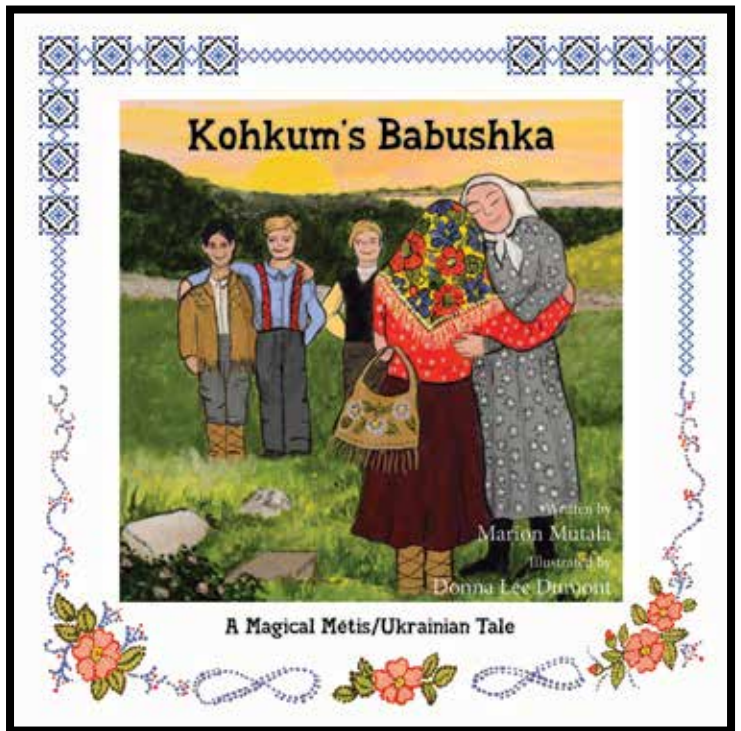
Overview of Story: Most families today have something in common with families who lived long ago. They make the most of the times in which they live, the places where they live, and the interactions they have with the people they meet.

Kohkum's Babushka is a tale about two diverse families and their first encounter with one another. It shows the beauty of their differences and similarities, particularly the generosity and reciprocity valued by each family's cultural tradition.

Marion Mutala takes readers into a vibrant prairie world that weaves fact and fantasy to witness two families, one Métis and the other Ukrainian, meeting for the first time. Through this magical encounter, we see core values intrinsic to our common humanity: our curiosity and empathy, and our willingness to share with others, regardless of language or culture.

Themes in this book:

- Métis/Ukrainian
- Values/Virtues (generosity, empathy, sharing, reciprocity, etc.)
- Similarities and differences in cultures
- Early settlement/Immigration to prairies
- Summertime
- Family
- Communities
- Fantasy/dream sequence
- Clothing
- Round Prairie Métis
- Dance & Music
- Beadwork, embroidery, cross stitching
- Food



Possible Curriculum Connections:

- Integrates nicely with most Indigenous outcomes
- Integrates nicely with the Ukrainian-English Bilingual program resources

Social Studies

- Analyze daily life in a diversity of communities
- Analyze the cultures and traditions in communities
- Interdependence in communities
- Divergent viewpoints
- Cultural diversity in Saskatchewan
- Evolution of Canada as a multicultural nation
- Cultural beliefs and value

Language Arts

- Identity, community, and social responsibility
- Communicating ideas
- Literature from a variety of cultural traditions
- Compare and contrast similarities and differences
- View, listen to, read, comprehend, and respond to a variety of texts that address identity

Arts Education

- Dance
- Métis music and Ukrainian music
- Analyze how dance, music, and visual artwork represents unique ideas and perspectives
- Respond to art perspectives from different cultures (dance, beadwork, etc.)

Health

- Healthy relationships
- Identities and the well-being of self, family, and community
- Healthy eating



“Different But Good” Lesson

Before Reading:

Introduce the story. Tell the students that this is a story about two cultures: Métis and Ukrainian. Ask students in the class; Who is Métis? Who is Ukrainian? Maybe there are students who have both lineages? In this story, there is a phrase repeated and is the theme of the story. Present the phrase, “Different but good.” Turn and talk to a partner, discuss what that phrase means. Share with large group.

Now ask the students to talk to their partner about what they think “Different but good,” means in this story, *Kohkum’s Babuska*. This prediction or inference will help them focus on the similarities and differences in the story.

While they are discussing, draw a “T” chart and put Métis on one side and Ukrainian on the other. After sharing a few of the responses, tell the students to listen carefully to the story and focus on what is uniquely Métis and what is uniquely Ukrainian.

During Reading:

Purposely stop from time to time while reading and record what is Métis and what is Ukrainian. There may be some responses that fit on both sides of the “T” chart. That is good!

After Reading:

Complete the “T” chart. Have a discussion about what is uniquely different about the two cultures and what is the same. If they are having trouble coming up with what is the same, you can always prompt them with what values, clothing, and features are the same.

Have the students do a written response to the story. One paragraph will describe the Métis in the story, one paragraph will describe the Ukrainians in the story and one paragraph will describe how they are similar. Have students read their responses to a partner.



Additional post-reading activities:

Recipe Lesson:

At the back of the book there is a recipe for borsch. Discuss the format for recipes: name the ingredients, describe the procedure for preparation and cooking, and the amounts, etc. As a class, in partners or on their own, have students prepare a recipe for welcoming people new to Canada or new to your school. What are the ingredients of this interaction? How should it look? How often, or how much?

Cooking Lesson:

Prepare the soup from the recipe at the back, prepare the bannock from the recipe at the back. Invite your reading buddies, or another class to share with you. The entertainment can be their creations from *Recipes for Welcoming New Canadians* writing.

***Look at the Cultural Connections at the back of the book and choose one or two to do.



5.6 Cluster #5 Project

Project: The Métis Post-Resistance

1. What happened to the Métis after the 1885 Resistance to 1960s?
Present some “Did you know.... “ statements for the following activity. One statement per chart paper:
 - a. If you did not pay taxes on land, you could not send your child to school.
 - b. If you lived on Crown land/government land you would have to move as the Métis did who lived on road allowances.
 - c. If you were Métis and lived on a reserve (possibly with relatives) the government passed a “no trespassing” regulation forcing you to move off reserve.
 - d. Not only First Nations children were taken to residential schools but Métis children were often taken as well.
 - e. Many Métis children were taken from parents because of poverty and placed up for adoption, now commonly called “the 60s Scoop”
 - f. Many Métis people left their homes and settled in the city where many denied their Métis heritage because there were more opportunities for housing, employment, etc. if you said you were French or such.
 - g. Hunting and Fishing regulations changed restricting the Métis from hunting and gathering.
 - h. In 1935 the Prairie Farm Rehabilitation Act forced many Métis from their long established communities to move to make room for community pastures (so farmers could graze their cattle on crown land).
2. Using the Graffiti Walk strategy, have the students in triads or pairs go from statement to statement to draw what each one means to them. Have them spend two to three minutes at each statement drawing, and move on to the right each time the timer goes off.
3. After the Graffiti Walk, have the students stay at their final statement, synthesize what has been drawn and report the synthesis to the class.
4. This will bring a better understanding of the statement. Have the students stay at their final stop and present the following questions for each group to discuss about that statement. Have them record their discussion.
 - a. How do you feel this affected the Métis?
 - b. Do you think this was done on purpose? If so, why?
 - c. What are the long term effects of this?

*Both Road Allowance books have expository text at the back explaining in more detail the history of the Métis during this time period. This can be used as one resource. Searching for “Métis in residential schools”, “Métis 60’s scoop”, “adoption of Métis children in the 60’s”, “Métis land base in Alberta,” “land taken from Métis for community pastures,” etc., will help with understanding in more depth the “Did you know” statements.
5. Have students present their discussion to the whole group, orally, on their “Did you know” statement. After each short presentation, have a whole class discussion responding to the findings and asking new questions.
6. After much discussion from the “Did you know” statements, move the students to the “NOW”. Present the following statements:
As a result of the government’s decisions the Métis NOW are living with the results.
 - a. Lower education levels for Métis adults denied education.
 - b. Loss of homes and livelihood from being forcibly removed from the road allowance, reserve, or crown land.



- c. Residential school survivors
- d. 60's Scoop survivors
- e. Families who denied their Métis heritage/culture, lost their culture and language and acceptance in their community.
- f. No land base even though the Métis were on the land in those areas long before Canada formed the provinces.

Choose one of the NOW statements and form a solution on how to rectify the past situation to reconcile with the Métis people. How can we come to terms with this? You may need to do some work on the term reconcile/reconciliation before attempting this.

7. Discuss an ACTION that the class could do to bring greater awareness in their school OR their community OR with different levels of government, etc. Act on this action.



Book Cluster #6: Memorable Historical Figures

6.1 *The Big Tease: A Story of Eliza Delorme and her cousin, Édouard Beaupré, the Willow Bunch Giant*

Author: Wilfred Burton

Illustrator: George Gingras

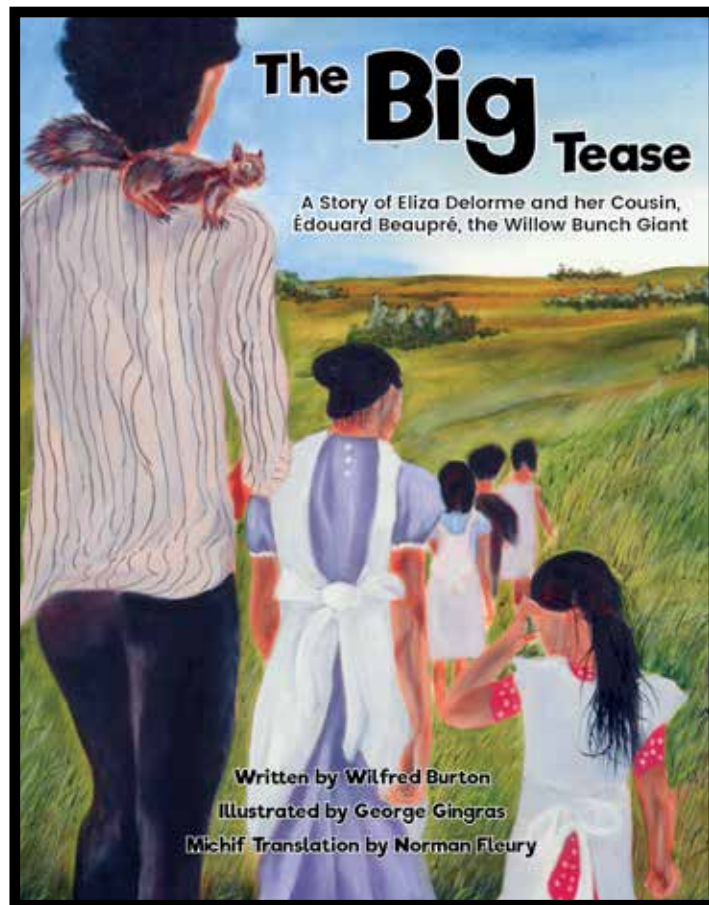
Translator: Norman Fleury

Overview of Story: *The Big Tease* is a timeless story because we've all been involved in teasing to some degree, and often it has involved family. Time with family has always been important to Métis families. Like most families, there is usually at least one person who likes to tease others. In this story, it is Eliza, grandmother to author Wilfred Burton, and cousin to Édouard Beaupré. *The Big Tease* provides a lovely human touch to Édouard Beaupré's life before his fame as the "Willow Bunch Giant" and his early tragic death took him from his beloved family.

Wilfred Burton's imaginative narrative passes his grandmother's story to today's generation of story lovers. Illustrator George Gingras brings this true but somewhat embellished story to life with colourful images reflective of the Métis lifestyle at the time.

Themes in this book:

- Teasing
- Métis families
- Transportation: Horse/Wagon
- Living off the land
- Relatives/Genealogy
- Animals
- Greetings
- Giants
- Michif
- Negotiating
- Métis recipes
- Passing down family stories/storytelling
- Persuasive negotiation



Possible Curriculum Connections:

Language Arts

- Texts that explore identity, community, and social responsibility.
- Listen purposefully to a range of texts from a variety of cultural traditions.
- Speak to express a range of ideas by giving oral presentations, work in groups.
- Write to describe or persuade.
- Identify and create similes.

Social Studies

- Relationship between an individual's power/authority and the power/authority of others.
- Explain how people, such as minority groups, are affected by injustice or abuses of power.
- Ways of transportation/migration of people in Canada.

Health

- The importance of establishing/maintaining healthy relationships.
- Influences (e.g., cultural, social) on perceptions of body image, and the resulting impact on the identities and the well-being of self, family, and community.
- Assess the importance of taking responsibility for one's actions.
- Healthy interpersonal skills on developing new relationships and/or negotiate disagreements in relationships.
- How identity (i.e., self-concept, self-esteem, self-determination) is influenced by relationships that are formed with others.
- Diseases affecting one's size.

Math

- Conversion from metric to Imperial measurements (multiply the length of value (inches) by 2.54).

Before Reading:

1. Discuss the title of the story. Ask the question, "How does it feel to be teased?" (Usually the feelings are always negative). Then ask the question: Is there anyone in your family that is a "big tease"? What do they tease about? How does it make you feel? (This time there might not just be negative feelings voiced.) Discuss if it is ever good to tease someone. Is there ever a good way to tease?

NOTE: If the students can only come up with negative opinions on teasing, perhaps you can introduce the idea that teasing is sometimes a cultural thing. In Indigenous cultures, especially the Métis, teasing was (and still might be in some families) acceptable to make light of something, to make someone aware of a personality trait, or to keep someone in line. However, it was not acceptable to tease to "hurt" someone purposefully. The dictionary has several definitions. One definition is, "intend to provoke or make fun of someone in a playful way."

2. Discuss whether or not there are real giants. What do the students know about giants? Have a T-chart ready to record their insights. On one side list the attributes that are "fact" and on the other list the facts that are "fiction." Have the students continue to record ideas on their T-chart as the story is being read.



During Reading:

Stop/Predict/Read On Activity: Read the story out loud to the students or have them read on their own. Stop from time to time to record ideas on the T-chart and have them predict what will happen next.

E.g.: Page 7: Since Eliza and Édouard were the same age and there is no one her size along with the Beauprés, where do you think her cousin Édouard is?

Page 13: Eliza called Édouard “Groo Pyii.” What do you think it means? (Big foot)

Page 14: The grub box weighed over a hundred pounds (45 kg). Can most 12 year olds lift 100 lbs (45 kg)? Record findings on the factual side of the T-chart. Etc... continue making predictions.

Page 19: Who will go hunting?

Page 25: What will Édouard do this time when Eliza is teasing him about having to stay with the little kids?

Page 37: Eliza has tried everything to get down from the roof. How will she eventually get down?

Page 43: Now they are going snaring. What will they snare?

After Reading:

Discuss with the students if this was good teasing or bad teasing. What examples are there of inappropriate teasing? (Calling him “Big Foot,” telling him he has to help babysit the little kids). Are there any examples of appropriate teasing? (I bet you are strong enough to wrestle a bear down). Sometimes teasing is done in a mischievous way. Are there examples of this kind of teasing in the story?

Discuss what one should do if they are teased or being bullied (hurtful teasing) then have each child write down a bullying situation on a piece of paper. For younger children, list different situations on the board. Discuss ways to handle the situations without fighting then have the students role play these situations where the bullying statement is given and then the other person deals with it in a good way. After each little role play situation, discuss whether or not it was effective or what else could be done.

Can you write an imaginary letter to a bully, telling them about their behavior, how it has affected you and what you are going to do about it next time?

Additional Activities:

1. There are other words used throughout the text that are synonyms for /big/. What are they? Can you think of others?

2. Similes: On page 11 there is a simile /He was as big as a Sasquatch./.
On page 26 /Tucked her under his arm like a loaf of bread/.



Can you make the sentences on page 36 into similes? (E.g.: Fly like a crow. Jump like a squirrel. Climb like a bear. Run as fast as a _____.)

Can you create similes using the words: /mammoth/, /big/, /huge/, /giant/, etc.

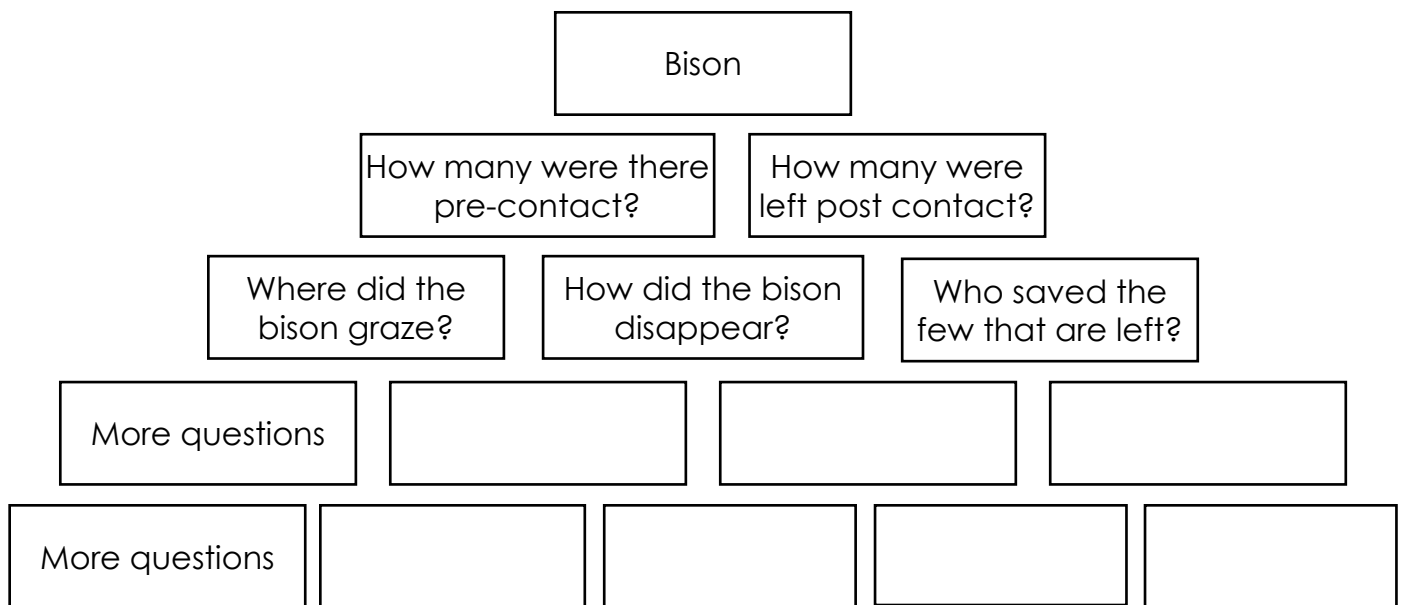
3. Create an acrostic poem (of at least 8 lines) with your name using similes. You might have to use your middle and last name too.

E.g.: Sam = **S**mile like a donkey
Act like a monkey
Move as fast as cheetah.

4. In this story, the Beuprés were greeted warmly by their cousins. If you are greeting a group of people in Michif, one would say, "Taanishi kiyaawow." If you are greeting just one person in Michif, one would say "Taanishi kiya." Now take turns greeting the person next to you.

In Michif, if you want to ask where someone is, one would say "Taanday _(name of person)_?" Now walk around the room asking where someone is.

4. Mini-inquiry: What do you know about /giants/? What is the reason some people get way taller than others? What kind of life do they have? What are some of their challenges? What are some things that would be easy for them? What giants live now? What are some giants in fairy tales and movies and how are they different than real giants? Create a list of questions you might want answered and then try and find the answers or does it bring up new questions? Can you create a question tree? How big can your tree get?



6.2 Peter Fidler and the Métis

Author: Donna Lee Dumont
Illustrator: Donna Lee Dumont

Overview of Story: *Peter Fidler and the Métis* is a primer on Métis history and culture for middle years readers. The book is the personal reflection of Métis artist and author Donna Lee Dumont on her ancestor, Peter Fidler. Peter Fidler was a Hudson's Bay Company explorer and mapmaker, who often travelled with his Cree wife, Mary Mackegonne.

Themes in this book:

- Métis history
- Métis lifestyle: clothing, beadwork, medicines
- Traditional occupations
- Early transportation
- Role of women
- Fur trade

Possible Curriculum connections:

Language Arts

- Comprehend and respond
- Nonfiction

Mathematics

- Currency calculations

Science

- Seasonal changes
- Plants and animals
- Environmental impacts
- Weather and geological resources

Arts Education

- Artist study

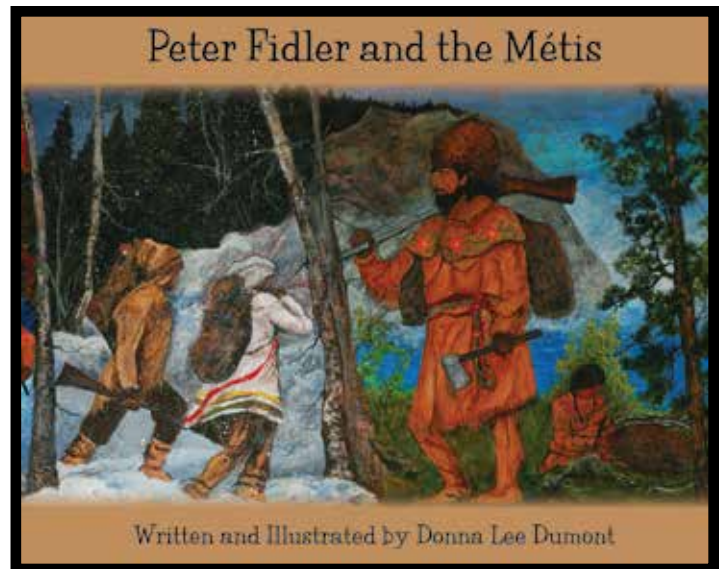
Health/Physical Education

- Medicines

Social Studies

- Cultural identity and traditions
- Relationship to land
- Sustainability
- Influences of Canadian identity

Before Reading: Show the students an early map of Rupert's Land (<http://www.metismuseum.ca/resource.php/01825>), and discuss what the area is presently called. Discuss the geography of the area, the climate, and the animals found in the area (focus on the beaver) and the reason for Europeans to come to Canada. Speculate on would it be like to live in the late 1700s and 1800s.



During Reading: In partners or in small groups using the jigsaw format have students read and record the “gist” or **synthesis** of each paragraph (you have assigned to them) on the sticky in two to five words (Read in chunks). Depending on the assigned “chunk” students are reading, have them focus on specific focus areas for comprehension. Here are some areas of focus: Peter Fidler, women and children, hardships of living in a new land, survival techniques, support from local First Nations, transportation, the Métis today, moss bag and decoration, medicinal plants, and food/clothing of the era.

After Reading: Bring the students together and reform groups. Ensure there is someone representing each focus in the new groups. Once groups are formed, have them share their information with their new members. In this way students are able to present what they know based on the information recorded on his/her sticky.

Additional post-reading activities for Peter Fidler:

Recruitment Poster: The Hudson’s Bay Company advertised for fur traders and labourers from the United Kingdom to work in Canada. Create a poster to entice future employees to travel to York Factory for employment. What kind of poster do you think they created?

- Brainstorm ideas about the “perks” of relocating to Canada (York Factory).
- Brainstorm words that could be used to entice someone to a land new to them.
- Have students create and design a recruitment poster for the Hudson’s Bay Company. (Students may need to do a bit more research)
- Share the posters

Background information to prepare the students might include some history about what was happening in England at the time (Industrial Revolution, “Clearings” in Scotland and Ireland*, improvements in transportation, colonization of new lands, and the great demand for beaver hats.)

Made Beaver Lesson: Background Information: Share with the students the creation of “Made Beaver” currency. Early in the Fur Trade era, Europeans began trading with First Nations and Inuit, and later, the Métis. They realized money was worthless to First Nations and Inuit people, who wanted trade goods such as metal knives and axes. The beaver pelt became a **currency**. Tokens were made to represent the value of a beaver pelt. The Hudson’s Bay Company established a system that calculated how much one “made” **beaver pelt** was worth compared to other furs and goods. After a large beaver skin had been cleaned and stretched for trading it was known as a “Made Beaver,” or 1 M.B. Trappers were given a “Made Beaver” token when he/she traded furs. Tokens were sometimes made of brass or copper, and were spent like cash at the Hudson’s Bay Company posts. Company traders and Aboriginal hunters and trappers would each try to get more than the standard allowed. Here are some tables showing the cost of supplies using beaver pelts as currency.

*For an introduction on the “clearings”, visit: <http://www.rootsweb.ancestry.com/~pictou/clearncs.htm>.



The “Made Beaver” Currency

Supplies	Value of Supplies in Beaver Pelts
2.25 kg of sugar	1 beaver pelt
1 gun	12 beaver pelts
2 scissors	1 beaver pelt
20 fish hooks	1 beaver pelt
1 pair of shoes	1 beaver pelt

1 equals ...	2 foxes
1 equals ...	1 lynx
1 equals ...	1 wolf
2 equals ...	1 moose
1 equals ...	1 black bear
1 equals ...	2 deer

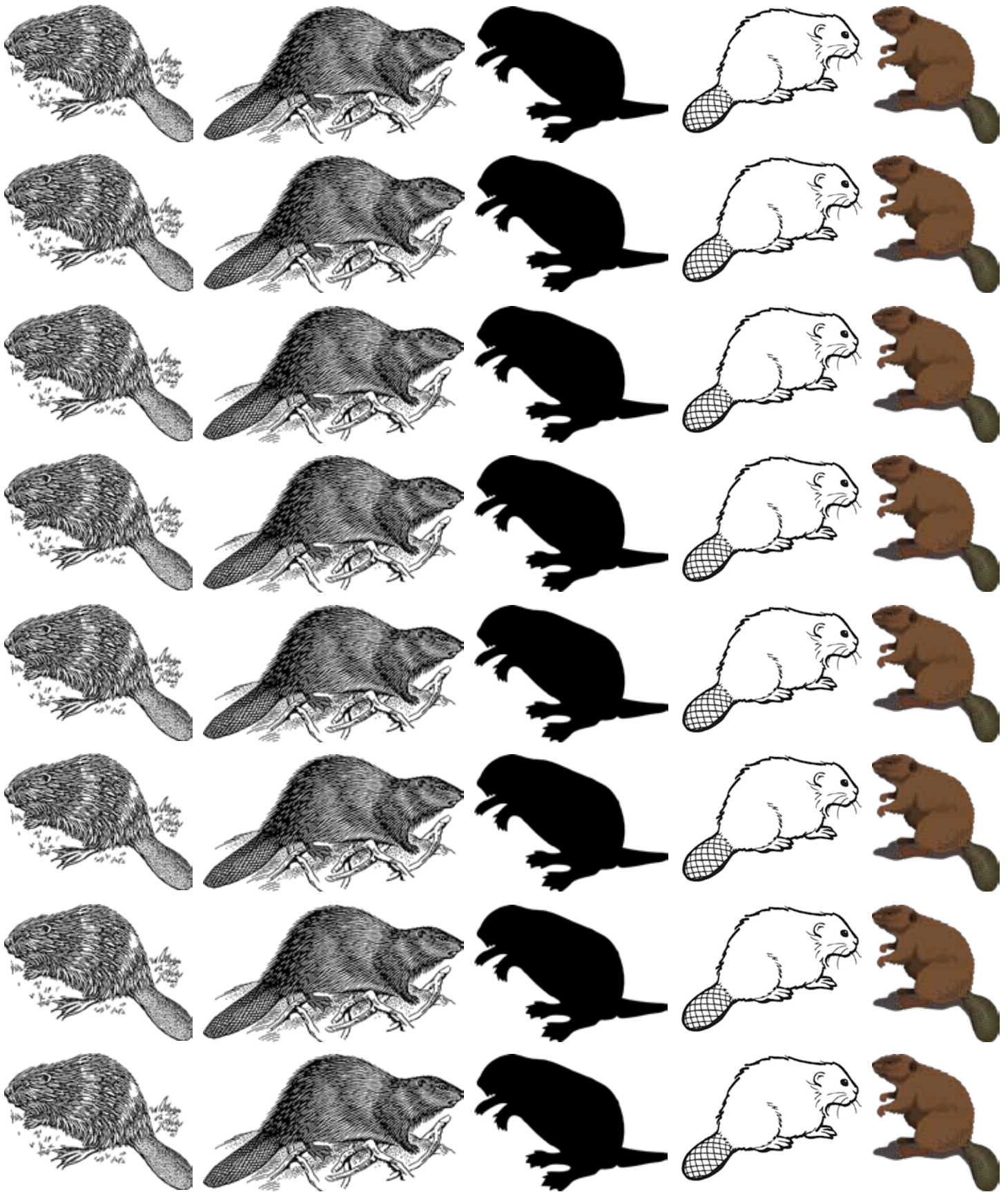
flour =	_____ tokens
sugar =	_____ tokens
tea =	_____ tokens
cloth =	_____ tokens
ax =	_____ tokens
pot =	_____ tokens
flint =	_____ tokens

- Have students create a supply list based on the necessities of that era.
- Have students then calculate how many “Made Beaver” or how many beaver pelts they would need to purchase their supplies (based on the table above).
- Have students switch their supply list with a partner (without the answer), then figure out what he/she would need to spend. Once done, share the correct responses.
- Discuss why the beaver is such an important Canadian symbol.

Supply, Demand, & Extinction Simulation:

- Print or copy the image of the beaver (over 100 small beaver images). Cut so you have one image per card.
- Place the beaver cards around the room. In Fishbowl format, have six of the students become the “fur trappers,” two students to be “fur traders,” and the rest of the class become observers.
- Set the stage with the group. They are fur trappers. Give the “fur trappers” 30 seconds to go out and collect as many beaver as possible. Return and have them spend their earnings on supplies by trading furs in for made beaver tokens and for essentials with the fur traders.
- Repeat this sequence several times until the beaver are all gone. However, they will need to keep buying supplies.
- Switch roles with the “viewers” and create a new scenario.
- Discuss what happens when the supply of beaver is depleted (extinction and economic survival).
- How might the students harvest beavers so they become a sustainable natural resource?





6.3 Cluster #6 Project

Project: Memorable Métis Figures in History, Past and Present

1. After reading Peter Fidler and The Big Tease, discuss what makes people famous? Develop some criteria to use as a guide when names pop up. You can use this criteria to prove that they are famous. (E.g.: famous because they are charismatic leaders, great singers or sports heroes, authors, etc. that have proven they changed the world in some way, etc.).
2. Have a discussion about famous people the students know and test them against the criteria. You can use Peter Fidler and Edouard Beaupre to model with the criteria. Of course, the students will mostly name contemporary singers, actors, etc.
3. After discussing these famous people, categorize them according to their area of specialization (actor, singer, politician, writers, humanitarian, etc.). You may want to read additional books with Métis heroes such as Storm At Batoche by Maxine Trottier (story about Louis Riel) or Ride, Gabe, Ride by Wilfred Burton (poem about Gabriel Dumont).
4. Now pose the big question: Who are the famous Métis (from each category developed in #2). Students may know some or may know no one. This is where the research begins. Type the question: Who are the famous Métis in Canada? Once the list is generated, the students can choose who they would like to research.
5. From their research, students will present their famous Métis person to the class. There are famous Métis people in every profession so students should have no trouble choosing someone that interests them. It will be amazing to know all the Métis who are famous. Who knew? Students can choose someone who is contemporary or historical.
6. Prior to sending the students off to research, create a guide for researching basic information: Where did they live? What are they famous for? Interesting facts about this person. ... etc. Add other details to their report like photos, videos, time lines, etc. (For younger students you will have to use the gradual release of responsibility and it may end up being a teacher directed activity. For older students continue to use the gradual release of responsibility (large group, small group, individual presentation, depending on their level of independence.)
7. Present at a Famous Métis History Fair.



Dance Cluster: Métis Dance

Purpose: This resource provides access to traditional and contemporary Métis culture that is visual, kinaesthetic, literary, and fun! We acknowledge, that for many, instructing dance may be a challenge, therefore we have created an easy to use teacher-friendly guide accompanied by pieces of literature. This unit will empower Saskatchewan teachers to integrate Métis cultural teachings in their curriculum.

Introduction: Before you begin this series of mini units, do not hesitate to identify and consult resource people in your region. You should be able to access them through your school division office. If not, contact GDI for assistance. These lessons are easy to use.

It is important to familiarize yourself with some Métis history prior to starting the unit. We have included a mini lesson with an easy to use resource to help you understand Métis culture. Please refer to *The Métis Alphabet Book/ The Métis: A Visual History—Introduction to Métis Culture* for assistance. These lessons are intended to be adapted for any grade level.

Curriculum Connections:

In all grades students will explore Métis cultural expressions to “create movements and movement patterns in response to stimuli such as stories, poems, music, or objects as starting points.” They will “create short dance phrases using the elements of dance including: actions (locomotor and nonlocomotor), body (whole and parts), dynamics (different ways of moving), relationships (explore variety) and space (awareness of pathways, levels, sizes, shapes), including “music expressions and contribute to decisions about ideas, sounds, instruments, and order.” Incorporating Métis dance into your program fulfills many Arts Education outcomes and indicators. Not only will you fulfill Arts Education outcomes, you will also fulfill some Physical Education outcomes too. Students will “explore and demonstrate rhythmical movement in response to different rhythms and dance patterns using locomotor skills and non-locomotor skills (E.g.: Métis dance).”

A Brief History of the Red River Jig

Of all the Métis songs and tunes, the “Red River Jig” is the most famous. Known as the Métis National Anthem by many, you can hear the “Call of the Fiddle” from Île-à-la-Crosse to the Qu’Appelle Valley. The “Red River Jig” originated in the 1800s in the Red River area, now known as Winnipeg, Manitoba. The “Red River Jig” combines the step dancing of our French-Canadian ancestors, the jig steps of our Scottish grandfathers and pow-wow steps of our First Nations grandmothers.

The “Red River Jig” is danced in two parts. Part A is your basic jig step or resting step. Part B is your fancy steps or changes. When you hear the change in the music, this is how you know when to do your fancy steps. Traditionally, the “Red River Jig” was done in moccasins, and the footwork was kept extremely low to the ground, and there was minimal movement of the upper body. Elders tell us there were often competitions. Sometimes to end a tie (back in the days of the fur trade) a saucer/cup or a wine glass filled with wine was placed on the dancers’ heads, and the dancer who had the most wine left in their glass/cup at the end was declared the winner. Traditionally, there were definite men’s steps and women’s steps. Many dancers could do as many as 80 changes.



The “Red River Jig” has many different styles, techniques, and movements, and steps vary from community to community. There is no right or wrong way to do it. The goal is to build community and pride in Métis culture, and most of all to have fun. We acknowledge those who continue to preserve the traditional way, but also embrace the contemporary evolution of the culture. To many, the “Red River Jig” is irresistible, and no matter what province, city, town or community you may be in, once the fiddler starts playing, you will be sure to see jiggers on the floor.

Citation: **Métis Legacy—John Arcand Fiddle Fest Program and oral knowledge passed down through learning to jig.**

Métis Dance Kit (Recommended Resource List)

- 10 men's sashes
- 10 women's sashes
- Five Spoons
- (CD) Drops of Brandy
- *Fiddle Dancer* by Anne Patton and Wilfred Burton
- *Dancing in my Bones* by Wilfred Burton and Anne Patton
- *Call of the Fiddle* by Wilfred Burton and Anne Patton
- *The Story of the Rabbit Dance* by Jeanne Pelletier (Book out-of-print, DVD version available with narration)
- Métis Flag/*Flags of the Métis* by Calvin Racette (available on www.metismuseum.ca)
- *Steps in Time 2*

The “Broom Dance” and the “Sash Dance” demonstrations are available as a video resource through the Virtual Museum of Métis History and Culture.

www.metismuseum.ca/resource.php/02316

www.metismuseum.ca/resource.php/02317

Dance Lesson #1

Resources needed:

Wooden spoons

Fiddle Dancer (book and CD) by Anne Patton and Wilfred Burton

Before Reading: Introduce the story *Fiddle Dancer*, and engage students with the following questions:

- Have students make **predictions** on what they think is going to happen to Nolin in the story— Will he learn the “Red River Jig”? Will it be easy? Will it be hard? Will he have fun doing it?
- Who has heard the sound of the fiddle? The “Red River Jig” music?
- Tell us about a time you've been a little nervous to learn something new? (Think/Pair/Share)

During Reading:

- Read *Fiddle Dancer* out loud to the students. As you read the story have the students listen to see if they can figure out what three steps Mooshoom is teaching Nolin and whether or not it is easy or hard to jig. Alert the students on page 39 to listen to the names of the three steps.
- Introduce new Michif/Cree vocabulary as you read. From the context of the story, stop and ask what they think these words mean (E.g.: Moushoom, Nooshishim, bannock, Koohkoom, etc.) Refer to the glossary for confirmation.



After Reading Lesson #1:

- When finished reading the story, tell students, just like Nolin, they are going to get to move to the fiddle music, listen to the changes and feel the beat of the music “in their bones.”
- Have students respond to the initial question of naming the three steps.
- Have students discuss whether it was easy or hard to learn to jig (think/pair/share) and to have them prove their thinking.
- Stand up and get ready to try to move to the “Red River Jig” music—tell them to move around freely and feel the rhythm of the fiddle—What does it make their feet want to do? Jump, kick, skip ... get them to try different moves.
- Encourage students to move freely to the rhythm of the music. Starting and stopping music (Freeze when music stops).
- Have students take turns playing the spoons to the music while others are dancing.

After Reading Lesson #2:

- Listen for the change in the “Red River Jig” music before dancing. This is important for the students to internalize because they will need to know when to do the fancy step and when to do the resting step. When listening, get the students to do a thumbs up when they hear the change in the music. Practice this for a bit. It will take time for everyone to hear the changes.
- Show different fancy jig steps mentioned in *Fiddle Dancer*. Start out with the bunny step. It is the easiest and everyone can have success with it. Then show them the cross step (you may have to get some to do a march step to this if they can’t do it) and then try the Chi Galop. Don’t belabour it, as long as the kids are having fun, no need to look for perfection or mastery in the beginning. Practice without the music first.
- Highlight the tempo changes and get the students used to the pattern: resting step, fancy step, resting step, fancy step, etc.
- Dance the “Red River Jig.” Play the music and perform the three steps taught.

Note: This is an excellent way to get the “active” students in your class up and moving. Once taught, you can take quick brain and movement breaks by putting on the music and jiggling by your desk for a couple minutes.

Dance Lesson #2

Resources needed:

Dancing In My Bones by Wilfred Burton and Anne Patton

Spoons

Steps in Time DVD (recommended) or access dancing videos on the Virtual Museum of Métis History and Culture

Before Reading: Introduce the story *Dancing in My Bones*. This is the second book in a series about a young Métis boy named Nolin and his Mooshum. If the students have not read *Fiddle Dancer*, please read the story beforehand or set it up at in your classroom listening centre for exposure and familiarity.

- Show students where Meadow Lake is on a map—Tell them that Nolin’s family is from Meadow Lake so it is the setting of this story. Talk about places of origins with students and track where children’s families are from on a map of Saskatchewan.
- Engage students with the following questions: Does anyone know someone that hunts or traps animals? What do you think they use the animals for?
- Talk about different Traditional Métis foods and the importance of family gatherings.



- Talk about the significance of the Métis sash—Pass sashes around and have students try them on, feel them, look at the colour patterns—even let them jig with them on. Background information on the sash: <http://www.metismuseum.ca/resource.php/00741>.

During Reading:

- Read the story or play the CD and have the students listen to *Dancing in My Bones*.
- Stop a few times in the story to discuss in large group or Think/Pair/Share how Nolin is feeling about showing the jig steps to the rest of his family. (Stop on the page where Nolin is staring out the window, Nolin tapping Uncle Bunny on the shoulder, Mooshoom motioning for Nolin to come and dance with everyone, and the last page of the book.)
- Discuss any new Michif/Cree vocabulary with the students in context as you read—using the definitions at the back of the book to assist with words and meanings.

After Reading:

- Once finished the reading, to generate excitement, ask them if they feel like they have dancing in their bones. For comprehension, ask to see who remembers how many steps Nolin learned. Tell the students that like Nolin they are going to learn the “Red River Jig.”
- Begin teaching the basic jig step (1, 2, 3, scuff) (1, 2, 3, scuff). If the students are having difficulty with the resting step, have them rock from side to side to the beat by first placing their weight on the right foot, then the left, alternating back and forth.
- Use the *Steps in Time* resource, which is available on the DVD or on the Virtual Museum of Métis History and Culture (<http://www.metismuseum.ca/resource.php/02393>). This will describe how to do the basic step—you can also connect to YouTube so the students have an idea of what the step looks like (For teachers who are new to jigging figure it out together). Don't spend too much time on the resting step as it will progress with practice. Get to the fancy steps quickly as they are the most fun.
- Review the three fancy steps from *Fiddle Dancer* (cross step, bunny step, and Chi-galop) “Chi Galop”—One foot in front of the other. Right then left—imitating a little gallop or rocking motion. Cross-step—cross over to opposite side, and the bunny step—feet together, hop forward and backward.
- Talk to the students about feeling proud of themselves when they have tried something new. Have a classroom discussion about what makes students proud and why they think Nolin's family was proud of him.

Dance Lesson #3

Resources needed:

- *Call of the Fiddle* by Wilfred Burton and Anne Patton
- Spoons
- *Steps in Time* DVD (recommended) or access to Virtual Museum of Métis History and Culture

Before Reading:

- Introduce the story, *Call of the Fiddle*, and inform students that this is the third book in a series about a young Métis boy named Nolin and his Mooshum. If students have not read *Fiddle Dancer* or *Dancing in My Bones*, please read the story beforehand.
- Share that Nolin is a boy who loves to dance the “Red River Jig” and spend quality time with his Mooshum. Nolin and his family are proud of their Métis heritage and traditions. Nolin gets to show his Métis pride by entering his very first jigging competition at the annual Métis celebration at *Back To Batoche* days.



- Purpose for listening: What jig steps does Nolin perform? Does Nolin win the competition? What are the sights and sounds of Batoche?

During Reading:

- Read or play audio of the story *Call of The Fiddle*.
- The setting changes in this story. As you listen to the story, visualize the area where *Back to Batoche* days is held. While listening to the story, draw the setting on your paper. Listen carefully. Stop from time to time to hear what students have been drawing (big tents, roads, campers, church, river, etc.). At the end of story, discuss and have them add important features that were forgotten.
- Stop in the middle of the story and discuss, “It wasn’t a good time for our people ...”
- On the last page of the story stop and discuss respectful behaviours demonstrated by Mooshoom and Nolin in the story. Before reading the last page, talk about what one does when others have won and you haven’t. What respectful behaviour would you demonstrate?

After Reading:

- Review a basic jig step (1, 2, 3, scuff) (1, 2, 3, scuff) Recommendation—Have a video and a “resource person.” To describe the basic step, connect to YouTube so students have an idea of what the step looks like. (For teachers who are new to jigging, explore inquiry-based learning with students “Let’s learn this and figure it out together.”) Free access for teachers on YouTube.
- Review the “Bannock Jig” from *Fiddle Dancer* and *Dancing in My Bones*—“Chi Galop”—One foot in front of the other. Right then left—imitating a little gallop. Cross-step—cross feet over to the opposite side. Bunny step—hop forward and back.
- Learn three new steps in *Call of the Fiddle*: back cross, heel toe, and inside kick. (Pg. 34).
- Have a “Red River Jig” competition—Give each other constructive feedback on each other’s “Red River Jig” moves—two positives and one constructive suggestion to work on. To ensure full class participation have those students who do not want to jig (because they feel uncomfortable competing), play the spoons, or be the “fiddle” player—controlling the sound system and of course be the judges.

Dance Lesson #4

Make Up Your Own Jig Step Lesson:

There are many different jig steps and combinations of jig steps. Once the students know some basic steps practiced in the previous four lessons, they can then create their own.

- Have students choose their own groups.
 - Give them a few minutes to practice the introductory jig steps they’ve just learned.
 - Sit everyone down and discuss how people create their own steps or combine steps to create new ones. You may want to show YouTube videos or videos of jiggers from the Virtual Museum of Métis History and Culture.
 - In their small groups have them come up with a sequence of steps (a routine) to show others. Encourage them to create some of their own steps.
 - Give time for practice
 - Have the students demonstrate their steps to the rest of the groups.
 - Have the audience give positive feedback to the group.
- Jigging is for fun and can be done by anyone.



Extensions:

1. Practice eight different jig steps over time and then perform them at an assembly.
2. Create a Jigging Club that meets a half hour every week. Teach new fancy jig steps and have them create combinations of jig steps.
3. Have a “Jig-Off” where two people compete to see who can do the most changes.
4. Teach another class how to do different jig steps (match one-on-one).

Contemporary Dances—The “Sash Dance”/The “Broom Dance”

Bag of Sashes—Classroom Set (20) 10 men’s 10 women’s

Have students review the basic jig step—1, 2, 3, scuff ... Video Resource—Link: The Virtual Museum of Métis History and Culture—<http://www.metismuseum.ca/resource.php/02392>.

The “Sash Dance”

Video Resource—The Virtual Museum of Métis History and Culture

Link: <http://www.metismuseum.ca/resource.php/02317>

- In groups of two or individually, have the students place two sashes on the floor in a cross formation. They will then dance the basic step (to the “Red River Jig” music) in a circle around the two sashes on the floor.
- When the tempo changes, the dancers will do fancy steps in each quadrant.
- As soon as the tempo changes the dancer repeats dancing in a circular fashion around the sashes. Repeat the pattern of basic step around the sashes and fancy steps in the quadrants of the sashes.

The “Broom Dance”

Video Resource—The Virtual Museum of Métis History and Culture

Link: <http://www.metismuseum.ca/resource.php/02316>

The “Broom Dance” can be done in various ways. Here are two of the common ways in which to perform the “Broom Dance.”

Option #1:

- In groups of two or individually, have the students dance (to the “Red River Jig” music) in a circle using the basic step, and at the same time swish the broom, mimicking the sweeping of the floor.
- When the tempo changes, the students will stand in one spot and hold the broom in one hand, kick over the broom with one leg, quickly switching the broom to the other hand and kick with the other leg. This is a weaving motion of the infinity symbol. In other words, the student hops over the broom with one leg and then the other, switching hands on the broomhandle, until the tempo changes.
- Continue the pattern of the basic step, then when the tempo changes hop over the broom. Do the basic step then hop over broom until the music stops.

Option #2:

- In groups of two or individually, have the students dance (to the “Red River Jig” music) the basic step in a circle swishing the broom (mimicking the sweeping of the floor).
- When the tempo changes, drop the broom on the floor and dance back and forth over the broom using a fancy jig step, one step on one side of the broom, and then another step on the other side of the broom.
- When the tempo changes dance in a circle around the broom until the tempo changes again, then repeat a fancy step, alternating sides of the broom.

Métis dancing information: <http://www.metismuseum.ca/resource.php/06729>.



Support Resources

The following publications are used as support for the featured books or can be used on their own for projects. There are no before/during/after reading activities for these books because they would be used in a different way.

8.1 *The Bulrush Helps the Pond*

Author: Ken Carriere

Illustrator: J.D. Panas

Photographs: Dennis Chamberlain

Overview of Story: This book provides readers of all ages with a better appreciation of the diversity and fragility of the prairie wetland ecosystem, while amply demonstrating the interrelatedness of all living things, a concept which complements western-based science.

Themes in this book:

- Ecology
- Water
- Water animals
- Role of the plants in a marsh/bog/muskeg



8.2 *Medicines to Help Us: Traditional Métis Plant Use**

Author: Christi Belcourt

Illustrator: Christi Belcourt

Overview of Story: Based on Métis artist Christi Belcourt's painting "Medicines to Help Us," this innovative and vibrant resource honours the centuries-old healing traditions of Métis women. For this stunning set of twenty-seven gallery-quality prints and accompanying companion booklet, Christi Belcourt fuses her evocative artwork with Indigenous Traditional Knowledge and Western Science. With contributions from Métis Elders Rose Richardson and Olive Whitford, as well as key Michif phrases and terminology, *Medicines to Help Us* is the most accessible resource relating to Métis healing traditions produced to date.

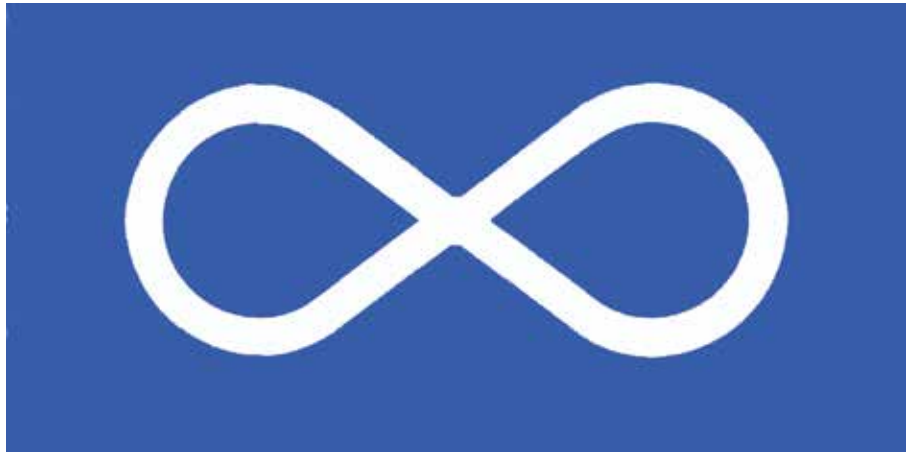


Themes in this book:

- Plants
- Medicines
- Geography
- Selection of plants, preparation and their uses
- Story

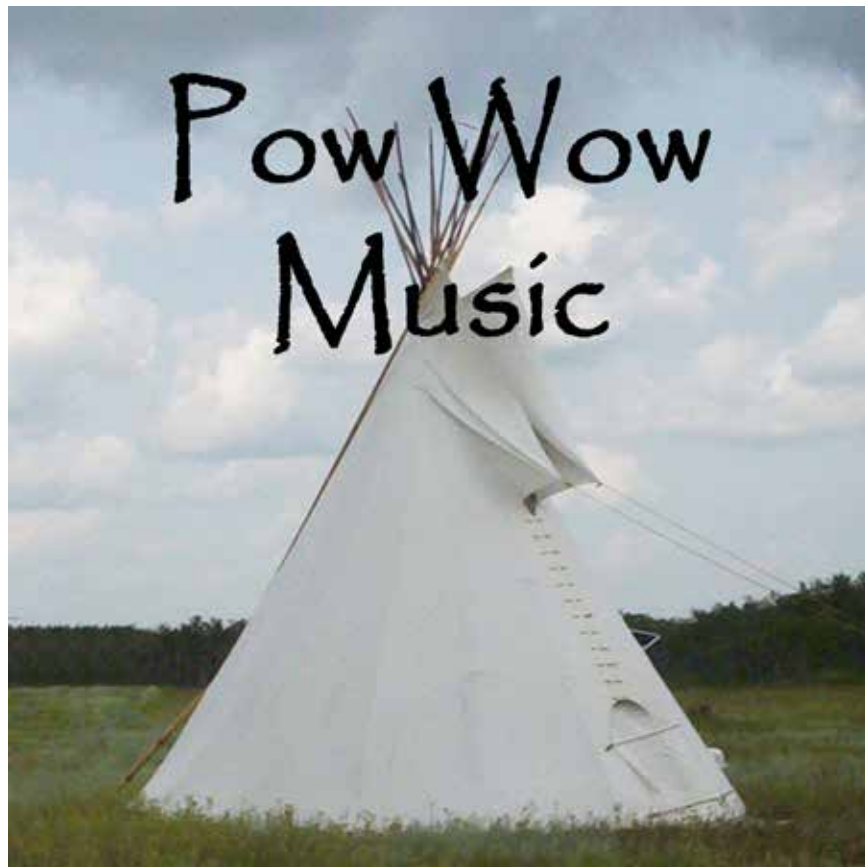
* This resource is available as a book, or as a book and study prints set which is well suited for public display.











Gabriel Dumont Institute Press Catalogue 2023 List

Children's Books

Item Number	Item Description	Cost	Quantity	Total
9781926795942	Road Allowance Kitten: Broken Promises	\$17.50		
9781926795973	Road to La Prairie Ronde	\$17.50		
9781926795980	The Metis Alphabet Colouring Book	\$17.50		
9781926795881	The Big Tease: A Story of Eliza Delorme and her Cousin, Edouard Beauvre	\$17.50		
9781926795959	Metis Camp Circle: A Bison Culture Way of Life	\$17.50		
9781926795782	Kohkum's Babushka: A Magical Metis/Ukrainian Tale	\$17.50		
9781926795799	Metis Christmas Mittens	\$17.50		
9781926795720	Road Allowance Kitten	\$17.50		
9781926795126	Roogaroo Mickey	\$17.50		
9781926795171	My First Metis Lobstick	\$17.50		
9781926795164	Manny's Memories	\$17.50		
9781926795089	Peter Fidler and the Metis	\$17.50		
9781926795096	The Diamond Willow Walking Stick	\$17.50		
9781926795003	Relatives with Roots	\$17.50		
9780920915905	The Giving Tree	\$17.50		
9781926795041	Call of Fiddle	\$17.50		
9780320915899	Dancing in My Bones	\$17.50		
0-920915-76-9	Fiddle Dancer	\$17.50		
9780920915974	The Flower Beadwork People	\$17.50		
25225900269	Taanishi Books - Series II - Michif/English (9 book set)	\$63.00		
25225900270	Taanishi Books - Series II - Michif/French (9 book set)	\$63.00		
25225900213	Taanishi Books - Emergent Reader Series - Michif/English Editions (27 Books)	\$175.00		
25225900214	Taanishi Books - Michif/English Editions - 8-page books (9 Books)	\$63.00		
25225900215	Taanishi Books - Michif/English Editions - 12-page books (9 Books)	\$63.00		
25225900216	Taanishi Books - Michif/English Editions - 16-page books (9 Books)	\$63.00		
9780920915868	Stories of Our People Comic Series	\$25.00		
9781926795737	How Michif Was Lost	\$5.00		
9781926795744	Chi-Jean and the Red Willows	\$5.00		
9781926795751	Whistle for Protection	\$5.00		
9781926795768	Sins of the Righteous	\$5.00		
9781926795775	Attack of the Roogaroos	\$5.00		
25225900183	Beavers' Big House (Motion Book DVD)	\$15.00		
25225900226	Better that Way (Motion Book DVD)	\$15.00		
25225900227	The Story of the Rabbit Dance (Motion Book DVD)	\$15.00		

History/Educational

Item Number	Item Description	Cost	Quantity	Total
9781926795812	Women of the Metis Nation	\$30.00		
9781926795904	The Voyageurs: Forefathers of the Metis Nation	\$17.50		
9781926795928	gee meeyo pimawtshinawn (It Was a Good Life)	\$12.00		
9781926795911	Lac Pelletier: My Metis Home	\$20.00		
9781926795836	Let Me See Your Fancy Steps: Story of a Metis Dance Caller	\$25.00		
25225900264	Plants Growing Along the River (Plant Guide)	\$15.00		
9781936795805	Red Sun: Gabriel Dumont, the Folk Hero	\$25.00		
9781926795836	Master of the Metis Fiddle: John Arcand, The Man, The Music, The Festival	\$20.00		
9780920915912	The Metis: A Visual History (5-Poster/Book Kit)	\$75.00		
0-920915-73-8	The Metis Alphabet Book Study Prints	\$40.00		
9780920915875	Gabriel Dumont: Li Chef Michif in Images and in Words	\$65.00		
9781926795010	An Institute of Our Own: A History of the Gabriel Dumont Institute	\$20.00		
9780920915998	Stories of the Road Allowance People: The Revised Edition	\$30.00		
0920915744	Howard Adams: Otapawy!	\$10.00		
9780920915752	Pierre Falcon: The Michif Rhymester	\$10.00		
9780920915790B	Medicines to Help Us Book Only	\$25.00		
9780920915790S	Medicines to Help Us Study Prints (Includes book)	\$85.00		
9780920915680	A Thousand Supperless Babes (Play Script and CD)	\$10.00		
CONSIGNMENT	The History of Metis of Willow Bunch	\$34.95		
9780920915806	Metis Legacy 2	\$45.00		
25225900156	Metis Communities Series (DVD)	\$15.00		

How-To's

Item Number	Item Description	Cost	Quantity	Total
9781926795935	Asowacikanisa: A Guide to Small Métis Bags	\$24.95		
9781926795119	sínapân kiskasâkâs: A Guide to Making Contemporary-Style Métis Ribbon Skirts	\$24.95		
9781926795119	Maskisina: A Guide to Northern-Style Métis Moccasins	\$24.95		
9781926795058	Wapikwany: A Beginner's Guide to Metis Floral Beadwork	\$24.95		
25225900151	Fingerweaving Untangled	\$24.95		
9780978469566	Fingerweaving Instructions with Carol James (DVD)	\$35.00		
252259000113	Steps in Time 2 (DVD)	\$25.00		
25225900155	Metis Women's Traditional Arts Series (DVD)	\$25.00		

Poetry and Prose

Item Number	Item Description	Cost	Quantity	Total
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9780889712621	Louis: The Heretic Poems	\$18.95		
9780920915950	I Knew Two Metis Women	\$15.00		
9780320915882	Ekosi - A Metisse Retrospective of Poetry and Prose	\$10.00		

Languages

Item Number	Item Description	Cost	Quantity	Total
9781926795140	Michif Dictionary 2013	\$15.00		
0-0920915-83-7	Michif Resource Guide	\$10.00		
25225900142	Nehiyawewin Masinahikan: Michif/Cree Dictionary	\$12.50		
25225900143	Nehiyawewin Mitataht: Michif ahci Cree (Resource Guide)	\$12.50		

Music and Dance

Item Number	Item Description	Cost	Quantity	Total
626570217930	Tristen Durocher: the Métis fiddle of Tristen Durocher in the key of kiyâm (CD)	\$15.00		
626570217381	Donny Parenteau: Favourite Hymns of the Métis (CD)	\$20.00		
626570217657	Jess Lee - Frequencies & Vibes (CD)	\$15.00		
626570216087	Jess Lee - I am All of This (2-CD Set)	\$25.00		
252259000114	Proud to be Metis: The Metis National Anthem (CD)	\$10.00		
626570215462	Victor Rose - Vic's Picks (CD)	\$20.00		
829982150134	Andrea Menard - Lift (CD)	\$20.00		
829982087911	Andrea Menard -Simple Steps (CD)	\$19.95		
62657020370	Don Freed - The Valley of Green and Blue (CD)	\$19.95		
626570200222	Drops of Brandy - Volume 2 (Double CD)	\$19.95		
25225900157	Metis Fiddlers Series (DVD)	\$15.00		

Metis Flags, Sashes, and Miscellaneous

Item Number	Item Description	Cost	Quantity	Total
25225900073	Blue Infinity - Flag	\$55.00		
25225900074	Red Infinity - Flag	\$55.00		
25225900075	Sash - Large Red (270cm x 16cm)	\$18.50		
25225900076	Sash - Large Blue (270cm x 16cm)	\$18.50		
25225900079	Sash - Large Black (270cm x 16cm)	\$18.50		
25225900117	Sash - Large Red with Infinity Crest (270cm x 16cm)	\$25.00		
25225900120	Sash - Large Blue with Infinity Crest (270cm x 16cm)	\$25.00		
25225900123	Sash - Large Black with Infinity Crest (270cm x 16cm)	\$25.00		
25225900077	Sash - Medium Red (210cm x 12cm)	\$17.50		
25225900078	Sash - Medium Blue (210cm x 12cm)	\$17.50		
25225900115	Sash - Medium Black (210cm x 12cm)	\$17.50		
25225900118	Sash - Medium Red with Infinity Crest (210cm x 12cm)	\$24.00		
25225900121	Sash - Medium Blue with Infinity Crest (210cm x 12cm)	\$24.00		
25225900124	Sash - Medium Black with Infinity Crest (210cm x 12cm)	\$24.00		
9780320915680	Sash - Small Red (168cm x 8cm)	\$13.00		
25225900080	Sash - Small Blue (168cm x 8cm)	\$13.00		
25225900116	Sash - Small Black (168cm x 8cm)	\$13.00		
25225900119	Sash - Small Red with Infinity Crest (168cm x 8cm)	\$19.50		
25225900122	Sash - Small Blue with Infinity Crest (168cm x 8cm)	\$19.50		
25225900125	Sash - Small Black with Infinity Crest (168cm x 8cm)	\$19.50		
25225900126	Sash - Baby (Red Only) (107cm x 5cm)	\$10.00		
25225900127	Sash - Micro (Red Only) (107cm x 2.5cm)	\$7.00		
25225900129	Sash Pin	\$6.00		
SASH TOQUE BLUE	Sash Toque Blue	\$15.00		
SASH TOQUE RED	Sash Toque Red	\$15.00		
25225900262	Wooden Spoon (Choose from Natural Wood, Old Fashioned, Black, Red, Blue, Burgundy, and Green)	\$26.99		
2522590044	Blue Infinity Magnet	\$6.00		
25225900153	Blue Infinity License Plate	\$15.00		
2522590043	Blue Infinity Keychain	\$6.00		
2522590041	Sash Lanyard	\$10.00		
25225900137	Blue Infinity Car Flag	\$20.00		
25225900132A	Blue Infinity Desktop Flag with Base	\$12.00		
INFINITY CREST	Blue Infinity Crest	\$6.00		
25225900139	Blue Infinity Sticker	\$2.50		
25225900149	Blue Infinity Pin	\$6.00		

Metis Veterans Memorial Monument Donations

Item Number	Item Description	Cost	Quantity	Total
25225900173	Honouring Our Heroes: A Tribute to Metis Veterans (CD) - \$25 Donation	\$25.00		
25225900174	Metis Soldiers of Saskatchewan: 1914-1953/ Honouring our Heroes (CD) - \$50 Donation	\$50.00		

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