



GRADE 7 MÉTIS CROSS-CURRICULAR
TEACHER GUIDE

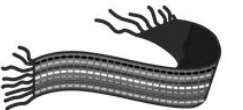


**DID YOU KNOW >>> LOUIS RIEL DAY**

On November 16th each year, the Métis Nation hosts commemorative ceremonies at locations throughout British Columbia, Alberta, Saskatchewan, Manitoba and Ontario. The celebrations honour Louis Riel's contributions to the country and to his people, the Métis.

**DID YOU KNOW >>> MÉTIS SASH**

The woven sash is probably the most widely recognized and best known symbol associated with the Métis culture. The sash was valued for its aesthetic presence, as well as its practicality and versatility. Often a decorative beaded pipe bag was suspended from a Voyageurs sash. It was also used by Voyageurs to carry their belongings during their transportation duties, and it provided warmth in the colder seasons.

**DID YOU KNOW >>> MÉTIS FLAG**

The Métis flag, which emerged in the early 1800s, symbolizes the creation of a new society with roots in both Aboriginal and European cultures and traditions. The Infinity symbol also suggests that the Métis Nation will exist forever.

**DID YOU KNOW >>> MÉTIS FIDDLE**

The fiddle has figured prominently in the lifestyle of the Métis people for hundreds of years. The famous Red River Jig has become the centerpiece of Métis music, although it varies by region and performer. Since the European fiddle was very expensive in Canada's early development as a country, many craftsmen learned to make their own. Today the fiddle is used in celebrations and fiddle and jigging contests, where the fiddle symbolizes Métis nationhood and pride.

**DID YOU KNOW >>> MÉTIS JIGGING**

The Red River Jig, the unique dance developed by the Métis people, combines the intricate footwork of Native dancing with the instruments and form of European music. Traditionally, dancing started early in the evening and could last until dawn. Witnesses were amazed by the energy and vitality spent on celebration, especially after the long arduous work days necessary to keep the Métis communities running. Today, the Métis people still enjoy jigging, and have local, provincial and national dance teams that attend conferences, exhibitions and powwows.

**DID YOU KNOW >>> MICHIF**

Michif is the common term that Métis use to identify themselves. Michif is also the name that Métis give to their bilingual mixed languages (developing from 2 contributing languages), including Michif-Cree, Michif-French, (of Métis French), and a separate hybrid of Cree and French (sometimes called Ile-a-la-Crosse Michif). Many Métis also alternatively/speak other aboriginal languages such as Cree, Ojibway, and others, as well as English and/or French.



GRADE 7 MÉTIS CROSS-CURRICULAR TEACHER GUIDE



Binder Pocket:
Grade 7 Métis Cross-Curricular Teacher Guide CD Rom

Métis Facts ... Did You Know?

Acknowledgments

Introduction

Chapter Overview

Language Arts

Science

Visual Arts

Social Studies

Elders Closing Prayer





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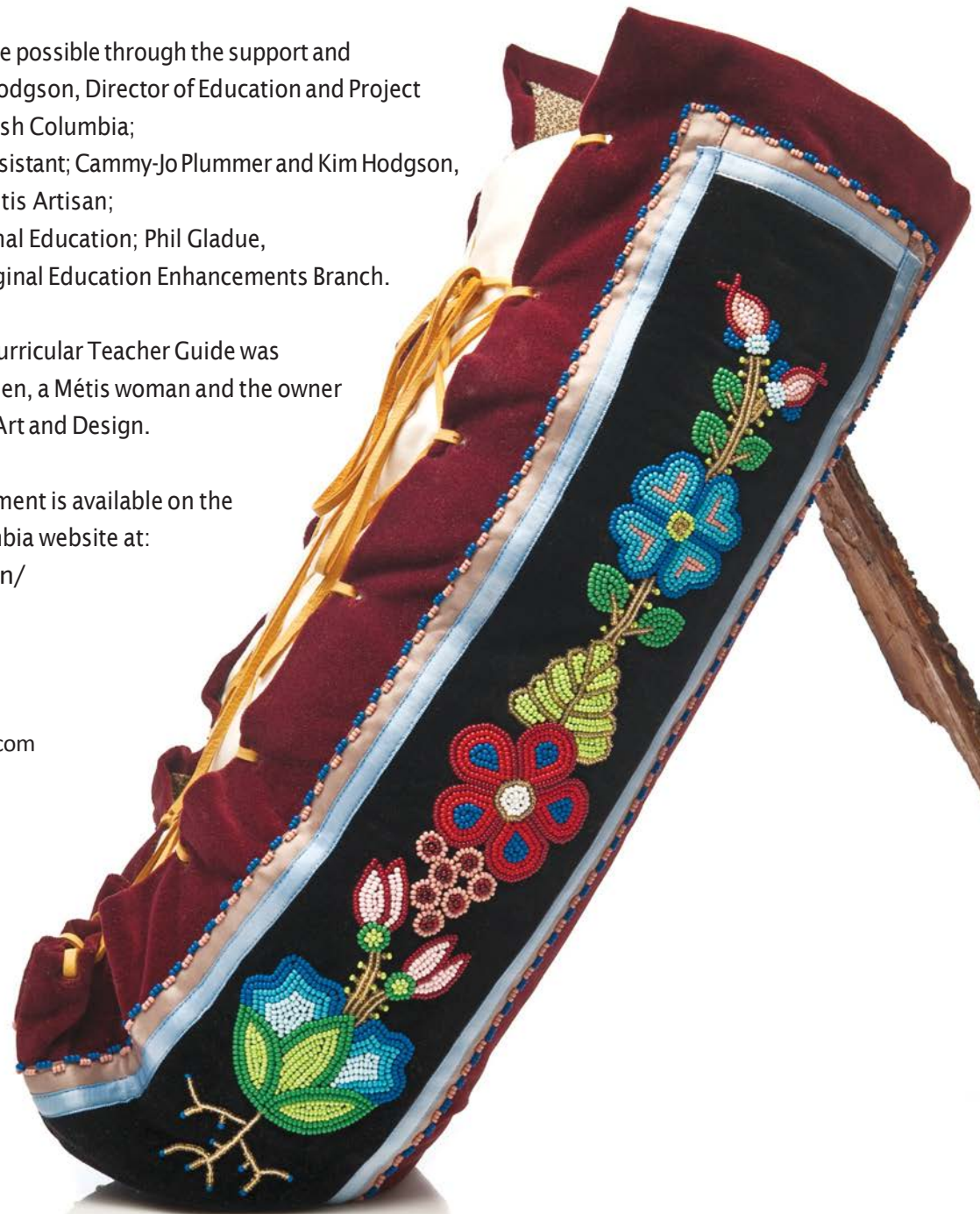
The Grade 7 Métis Cross-Curricular Teacher Guide was designed by Kim Vizi-Carmen, a Métis woman and the owner of Pinerock Ridge Graphic Art and Design.

A PDF version of this document is available on the Métis Nation British Columbia website at: www.mnbc.ca/education/

Additional Photos:
Métis Facts- www.ainc-inac.gc.ca
www.firstpeoplesofcanada.com
www.calgaryopera.com

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Grade 7 Métis Cross-Curricular Teacher Guide

The Grade 7 Métis Cross-Curricular Teacher Guide was developed by Métis Nation British Columbia. The Office of the Federal Intelocuter for Métis and Non-Status Indians provided funding for the teacher guide and the Aboriginal Education Enhancements Branch provided support throughout its development. A similar guide for Grade 4 was distributed to all school districts in 2010 and the Grade 7 Métis Cross-Curricular Teacher Guide expands upon it.

The Grade 7 Métis Cross-Curricular Teacher Guide has been created to assist teachers in delivering lessons that focus on the Métis people of British Columbia. There are over 60,000 Métis people in British Columbia and of that over 21,000 are of elementary school age. (Statistics Canada Census 2006). Métis people settled in B.C. over the last two hundred years and are a large part of the Aboriginal population in British Columbia.

The main objective of The Grade 7 Cross-Curricular Teacher Guide is to provide teachers with lessons and resources that focus on the contemporary Métis in British Columbia. It is important that Métis people are noted for their roles in communities in B.C. and are recognized as one of the three distinct Aboriginal peoples of Canada.

The activities within the Grade 7 Métis Cross-Curricular Teacher Guide were created using “inquiry based” learning. Inquiry based learning is a process where students are involved in their learning, formulate questions, investigate widely and then build new understandings, meanings and knowledge. The last part of the statement below is the essence of inquiry-based learning.

The teacher guide contains lessons in:

- > Science
- > Visual Arts
- > Social Studies
- > Language Arts

An old adage states:

*“Tell me and
I forget,
show me and
I remember,
involve me and
I understand”*

Continued.....



INTRODUCTION

.....Continued

The lessons are designed as projects. Students work together in groups towards a common goal. Students use skills that include communication and presentation, and organization and time management. They use their inquiry and research skills and make decisions that affect the project outcomes.

Each lesson/project includes:

1. Vocabulary
2. Introduction – how the project is connected to Métis people in B.C.
3. Overview – what the project is and what the students will do
4. Lesson/Project Objectives
5. Prescribed Learning Outcomes
6. Required Skills
7. Introductory Activity
8. Rubric (s)
9. Procedure (including time allotment)
10. Materials and resources
11. Websites

Each lesson/project focuses on the contributions that Métis people make to British Columbia.

The contributions identified in the projects are economy and technology, art, culture, resource management and Métis traditional knowledge.

The lessons/projects are student focused and the teacher's role is that of a facilitator.

CHAPTER OVERVIEW



CHAPTER IN THE GUIDE	PROJECTS IN EACH CHAPTER	PROJECT ACTIVITIES
Chapter 1: Language Arts	Students create a digital magazine	Students work in 3 magazine departments > Editing > Reporting > Advertising & Art Students collaborate and contribute to the creation of a digital magazine
Chapter 2: Science	Students create a community discussion	Students representing the Métis community research traditional land use and the environmental impact of logging Students representing the logging company research best practices for logging in the Métis community
Chapter 3: Visual Arts	Students create an art exhibition	Students define what makes Métis art distinct from other Aboriginal art by creating visual images
Chapter 4: Social Studies	Students create a map of Métis communities in B.C.	Students identify routes Métis people travelled from across Canada to BC and identify the communities where the Métis settled and live today The students chart their findings on a map of Canada & B.C. Students research Métis people that have contributed to the economy & technology of B.C. (past and present) and map the research



Language Arts





Whispering Winds Magazine

Students independently and collectively read and view to comprehend, enjoy, and respond to a variety of grade-appropriate literary texts, information texts with specialized language, and visual texts with specialized features. Note* Whispering Winds magazine is available electronically at <http://issuu.com/kiwetin/stacks/>

Vocabulary

Magazine, editor, publishing, reporter, advertising, demographic.

LESSON INTRODUCTION:

Métis people are very involved in their vibrant culture and traditions and participate in events at the national, provincial and community level. It is important that Métis people share their culture and today it is often through media that this is made possible. Stories and events are often recorded by video or with photos and articles. The “Whispering Winds” magazine is a publication that shares these events and stories. The articles and photos focus on Métis and First Nations people and include a variety of news, celebrations and personal interest stories. The “Whispering Winds” is owned by Kiwetin publishing and available in hard copy and electronically.

LESSON OVERVIEW:

The students will create a digital magazine that will summarize their understanding of Métis people, history, and culture. Their magazine will be suitable for a demographic that includes a Métis population with a grade seven reading level. Students will work in small groups in one of three departments: editorial, reporting, or advertising/art.

Doing: Organize, illustrate, write, and edit a magazine targeted at the Métis community.

To do this: the students will write articles, conduct interviews of Métis community members, create advertisements, take photographs and create illustrations that compliment articles, and write creative writing pieces relevant to the Métis. Finally, the editing team will decide on a digital format for the magazine, organize all elements, edit writing, and publish the magazine.

LESSON OBJECTIVES:

When the students complete this project they will be able to:

- > Identify the elements of a magazine
- > Write articles, advertisements, and stories that reflect their local Métis community
- > Use a digital medium to create a magazine

PRESCRIBED LEARNING OUTCOMES	
Language Arts	Read fluently and demonstrate comprehension and interpretation of a range of grade-appropriate literary texts, featuring some complexity in theme and writing techniques, including; <ul style="list-style-type: none"> > stories from Aboriginal and other cultures > literature reflecting a variety of ancient and modern cultures > short stories and novels exposing students to unfamiliar contexts > poetry in a variety of forms
Visual Arts	Oral Language (Speaking and Listening) Oral Language (Thinking) Oral Language (Features)
Social Studies	Skills and processes
Mathematics	-patterns and shapes -spatial relationships -sequencing



- > stories from Aboriginal and other cultures
- > literature reflecting a variety of ancient and modern cultures
- > short stories and novels exposing students to unfamiliar contexts
- > poetry in a variety of forms

REQUIRED SKILLS:

- > Use of computers for word processing, digital art creation, and publishing
- > Create visual images that effectively use the principles and elements of design

Introductory Activity (20 minutes)

Share a copy of *Whispering Winds* magazine with the class. Explain that *Whispering Winds* is a quarterly magazine that highlights Métis people, culture, stories, and achievements.

Review with the students what their roles and responsibilities will be during the group projects.

Groups of 4-5 can choose a segment from the *Whispering Winds* and read aloud to familiarize themselves with the content, style and format or read aloud having the entire class participate.

Rubric (10 minutes)

Share the rubric with students to demonstrate how they will be evaluated for their work.

Procedure (3-5 40 minutes blocks)

1. Students will choose one of the following three departments:

- > Editorial – Editor’s letter, cover/title page, contents, magazine layout, editing
- > Reporters – interviews, articles, news reports, entertainment, creative writing
(Teacher suggestion: students can work in pairs to write magazine articles)
- > Advertising and Art – variety of advertisements for appropriate services and products, photographs, digital art
(Teacher suggestion: students in this department will consult with the reporters to create advertisements and visual images)

2. Students present their completed projects to the class, school, or community.

3. Students and teacher review the rubrics to assess student achievement.



MATERIALS AND RESOURCES:

- > Copies of *Whispering Winds* magazine
- > Technology

WEBSITES:

- > MNBC Issue of *Whispering Winds* <http://mnb.ca/pdf/kiwetin.pdf>
- > Kiwetin Publishing <http://www.kiwetin.com/> (click *publications, back issues*)



BLACKLINE MASTER			
Editorial Department Rubric-1			
EXPERT 4	COMPETENT 3	BASIC 2	NOVICE 1
<p>A. The magazine has a title page and table of contents. The table of contents matches each page.</p> <p>B. The vocabulary is creative and appropriate for the audience. There are no spelling mistakes. The grammar is perfect.</p> <p>C. The workload was equally divided amongst all group members.</p>	<p>A. The magazine has a cover and table of contents. The order of pages makes sense.</p> <p>B. The audience understands the words. There are one or two spelling mistakes or some bad grammar.</p> <p>C. Most group members helped with the project.</p>	<p>A. The magazine is missing the cover or table of contents.</p> <p>B. The audience sort of understands the words. There are more than three spelling or grammar mistakes.</p> <p>C. Most group members participated in the project, but not everyone did the same amount of work.</p>	<p>A. The magazine is not organized.</p> <p>B. The words are simple and the no one thinks its fits in the project. Every page has a spelling mistake or bad grammar.</p> <p>C. One or two group members did all the work.</p>



BLACKLINE MASTER			
Reporting Department Rubric-2			
EXPERT 4	COMPETENT 3	BASIC 2	NOVICE 1
<p>A. The articles are original and represent the local Métis community.</p> <p>B. The vocabulary is creative and the audience is very interested.</p> <p>C. The workload was equally divided amongst all group members.</p>	<p>A. The articles show some originality and represent the Métis community.</p> <p>B. The vocabulary is right for the audience.</p> <p>C. Most group members contributed to the project.</p>	<p>A. The articles show some originality and mention the Métis community.</p> <p>B. The vocabulary is not really what the audience is interested in.</p> <p>C. Most group members participate in the project, but not everyone does the same amount of work.</p>	<p>A. The articles are copied from another source and do not represent the Métis community.</p> <p>B. The vocabulary is very simple and the audience is not interested at all.</p> <p>C. One or two group members did the all the work.</p>



Assessment of Human Impact on the Environment

By the end of the grade, students will have developed a basic understanding of ecosystem relationships and evaluate human impact on the environment.

Ecosystems

This study is undertaken to achieve a basic understanding of ecosystems in order to make informed, ethical decisions about their conservation. Through observation and investigation of local ecosystems, students describe characteristics, conditions essential for growth, and reproduction of organisms as well as the roles of these organisms. Students analyse human activity in local ecosystems and propose how best to preserve that ecosystem.

Life Science: Ecosystems Student Achievement Indicators

- > Describe, using examples, how industry and land development practices impact Métis traditional land use

Vocabulary

ecosystem, sustainability, stewardship, population, species, community, habitat, Métis Nation British Columbia, BC Métis Assembly of Natural Resources, Métis Traditional Knowledge, Métis Harvester, Métis Community Member

LESSON INTRODUCTION:

British Columbia Métis recognize and value the fact that our Aboriginal ancestors have been living on the land for many millennia. Métis as a unique culture, derived from the combining of Aboriginal and Non-Aboriginal cultures, continue to live from the land. This connection to the land has provided Métis with an extensive body of knowledge, values, beliefs and practices that is often referred to as traditional knowledge. This knowledge which has been passed down orally and through land-based experience is the foundation of Métis identity and survival. Métis Traditional Knowledge (MTK) continues to have relevance in current times and draws its strength from being used, adapted and continuously updated to take into consideration new knowledge. Métis as a mixed culture, have a traditional knowledge set that is unique from other Aboriginal groups. Métis hold this knowledge in trust for future generations in the belief that this knowledge is of benefit to Métis and to non-aboriginal society.

Métis believe the best way to ensure the survival of MTK is to use it and share it in a matter that respects this knowledge and our knowledge holders. (Métis Nation British Columbia Guidebook 2009)

LESSON OVERVIEW:

The students will research and present information on the environmental impact of logging on the local ecosystem.

Doing: organizing and participating in an assessment process

Todo this: the students will research and identify the impact on the local ecosystem and the Métis community



LESSON OBJECTIVES:

When the students complete this project they will be able to:

- > Read and research relevant materials using technology
- > Analyze human activity and impact of industry on the local ecosystem
- > Propose how best to sustain the traditional land use of the Métis community

PRESCRIBED LEARNING OUTCOMES	
Science	Evaluate human impacts on local ecosystems > analyse the roles of organisms as part of interconnected food webs, populations, communities, and ecosystems > assess survival needs and interactions between organisms and the environment > assess the requirements for sustaining healthy local ecosystems
Language Arts	Oral Language (Speaking and Listening) Oral Language (Thinking) Oral Language (Features)
Social Studies	Skills and processes

REQUIRED SKILLS:

- > Ability to use computers for word processing and research

Introductory Activity (20 minutes)

Discuss the possible impact of logging, urban development, building roads/bridges/rapid transport/,oil and gas wells and other things that impact the environment in your community. Ask students how these developments would affect a Métis community. Consider Métis traditional land use, harvesting, trapping, fishing, berry picking, medicinal plants and timber cutting.

Rubric (10 minutes)

Share the rubric with students to demonstrate how they will be evaluated for their work.

Procedure (3-5 40 minute blocks)

1. Divide students into groups of 4-6. Assign each group of students a category from the Environmental Impact box or the Métis Community box. Each group researches their assigned topic. Students may use the internet or school library to investigate their subject.



ENVIRONMENTAL IMPACT	MÉTIS COMMUNITY
<ul style="list-style-type: none"> > Logging > Roads, highways, bridges, rapid transport > Oil and gas wells > Urban development (suburbs) > Mining 	<ul style="list-style-type: none"> > Local plant food sources > Local medicinal plants > Local fishing, hunting and trapping > Métis use of timber

2. Within their groups, students will choose how they will present their research findings. They may choose an artistic presentation, an oral/written presentation, or a technology presentation. Students must assign roles and responsibilities within their groups.

- > Artistic presentation options: Short play or skit, a song, a diorama, a poster, etc.
- > Oral/written presentation: An essay, a story, a newspaper article, a journal entry, etc.
- > Technology presentation: PowerPoint slideshow, a movie, a Smart Board presentation, a blog entry, etc.

3. Students present their completed projects to the class, school, or community, and have a group discussion.

4. Students and teacher review the rubrics to assess student achievement.

MATERIALS AND RESOURCES:

- > Technological equipment such as, internet access, computers
- > Métis traditional plant use glossary

WEBSITES:

- > Métis Nation BC
<http://www.mnbc.ca/>
- > BC Métis Agreement of Natural Resources Consultation Guidelines
<http://mnbc.ca/bcmanr/pdf/Final%20Consultation%20Guidelines.pdf>
- > BC Métis Assembly of Natural Resources Mapping
<http://document.bcmetisite.ca/>
- > Ministry of Environment BC Species and Ecosystems Explorer
<http://www.env.gov.bc.ca/atrisk/toolintro.html>
- > Logging Practices in British Columbia
<http://www.for.gov.bc.ca/code/>



Métis Traditional Plant Use Glossary

Blueberry (Vaccinium myrtilloides)

Blueberries can be eaten fresh, cooked or dried and stored. They are high in Vitamin C and antioxidants and can aid digestion. The leaves and berries can be used to treat diarrhea and urinary tract infection. The root of the blueberry plant is boiled into a tea to treat sore mouths and throats and to apply to open sores.

Cedar (Thuja Occidentalis)

The cedar tree is sacred to Aboriginal people as well as being a traditional food and medicine. The inner bark (cambium) is gathered in the spring and eaten fresh or dried and used with other flours for bread making. The young white-cedar shoots can be added to soups and stews. A tea made from the boughs is used to treat diarrhea, coughs, colds, sore throats, bronchitis and other respiratory problems. Tea from the bark and twigs is used to relieve kidney problems, and also used as an antifungal and antibacterial cure for skin infections. Cedar oil can be extracted and used as a medicinal rub and salve.

Cranberry (Vaccinium and Oxycoccus)

Cranberries contain high levels of Vitamin C and antioxidants. Cranberry juice is effective in curing urinary tract infections. The cranberry has an anti-blood clotting agent and can prevent tooth decay and gingivitis.

Fireweed (Epilobium)

Young shoots of fireweed are similar to asparagus and the leaves to spinach; it can be eaten raw or cooked. Fireweed plants are dried and used as tea to treat intestinal worms. The root is peeled and chewed into a paste to draw infection from abscesses, boils and wounds.

Labrador Tea (Ledum)

The Labrador Tea leaves can be used fresh or dried to make a tea to treat colds, sore throats, allergies, stomach problems and as a mild sedative. The dried leaves mixed with ground powdered roots can be used as a salve for minor skin irritations, wounds and burns.

Spruce (Picea)

Needles of the spruce tree are high in Vitamin C and antioxidants and were very important in preventing scurvy. The inner bark of the spruce can be eaten fresh, or dried and used as flour. Spruce branches can be brewed into a tea. The sticky spruce sap can be applied as a salve to cuts and sores. Spruce gum can be chewed to alleviate sore throats and coughs, or steeped in heated water and inhaled to relieve congestion.

Trembling Aspen, White Poplar (Populus tremuloides)

During spring the inner bark (cambium) of the Aspen can be stripped and eaten fresh and the sap can be collected and used as a syrup. The bitter leaf buds can be eaten fresh and are high in Vitamin C. The bark is peeled and brewed into a tea for the treatment of fevers, urinary tract infections, diarrhea and parasitic worms. The inner green bark can be used to dress a wound, and the white powder on the outer bark can be collected to use on deep cuts to stop bleeding.

Willow (Salix)

The bark of the willow contains salicylic acid, the same pain reliever that is used in Aspirin. Willow bark tea is used to treat pain, inflammation and fever. It can also be used to alleviate diarrhea, headaches, arthritis and rheumatism. As a poultice, softened bark can be applied to burns, insect bites, rashes, minor wounds, corns, calluses and skin blemishes. The young shoots, leaves and buds of the willow are high in Vitamin C and can be eaten raw or cooked. The inner bark can be dried and ground to be used as flour.



BLACKLINE MASTER			
Science-Research Rubric -1			
EXPERT 4	COMPETENT 3	BASIC 2	NOVICE 1
<p>A. Group mutually agrees on tasks for each member and each member works on their job within the assigned time.</p> <p>B. Research is cited with website name, URL, and page title. The list includes a title and each entry has space in between.</p> <p>C. Independently maintains focus on the project and perseveres through the learning process.</p>	<p>A. Group members come to an agreement on tasks with teacher support. Members work on their jobs within the assigned time.</p> <p>B. Research is cited with the website name, URL, and page title. The list includes a title.</p> <p>C. Occasionally needs redirection to maintain focus on the learning process.</p>	<p>A. Group members come to an agreement on tasks with teacher support, but do not every member works on their task. Members works on their jobs within the assigned time.</p> <p>B. Research is cited with the website name, URL, and page title.</p> <p>C. Requires frequent redirection to focus on the learning process.</p>	<p>A. The teacher assigns tasks for each group member. Members do not complete their jobs within the assigned time.</p> <p>B. Research is cited with website and URL.</p> <p>C. Is unfocused and off task during the learning process.</p>



SCIENCE

BLACKLINE MASTER

Science-Research Rubric -2

EXPERT 4	COMPETENT 3	BASIC 2	NOVICE 1
<p>A. Three or more examples of the topic are identified in the project.</p> <p>B. The project includes a title, description, and group members. The description summarizes the topic and examples in one paragraph.</p>	<p>A. Two examples of the topic are identified in the project.</p> <p>B. The project includes a title, description, and group members. The description summarizes the topic and examples.</p>	<p>A. One example of the topic is identified in the project.</p> <p>B. The project includes a title, description, and group members.</p>	<p>A. Examples of the topic are not identified in the project.</p> <p>B. The project includes a title and group members.</p>

SCIENCE



BLACKLINE MASTER

Science-Research Rubric -3

EXPERT 4	COMPETENT 3	BASIC 2	NOVICE 1
<p>A. The vocabulary used is appropriate for the age and experience of the audience and presenter(s), but extended for knowledge building.</p> <p>B. Presenter(s) has a thorough understanding of the topic and can answer questions from the audience.</p>	<p>A. The vocabulary used is appropriate for the age and experience of the audience and presenter(s).</p> <p>B. Presenter(s) has an understanding of the topic and can answer most questions from the audience.</p>	<p>A. The vocabulary used is somewhat appropriate for the age and experience of the audience and presenter(s), but is not consistent.</p> <p>B. Presenter(s) has some understanding of the topic and can answer some questions from the audience.</p>	<p>A. The vocabulary is basic (stuff, things, like, you know).</p> <p>B. Presenter(s) has a basic understanding of the topic, but cannot answer questions.</p>



Defining Métis Art

By the end of the project the students will understand and be able to explain what defines Métis art from other Aboriginal art.

Visual Images

Images are central to the visual arts. Through visual arts education, students develop understanding of the personal, social, cultural, and historical contexts in which images are viewed and created. Visual arts education also involves students in image-development and design processes. They engage in purposeful and inventive activities-using a variety of materials, technologies, and processes-to organize visual elements according to the principles of design.

Vocabulary

Flower Beadwork People, style, form, visual, pattern

LESSON INTRODUCTION:

The study of Métis art is complicated because their art style influenced Aboriginal people all over North America. The Métis, through Indians buying their crafts, intermarriage of Métis and Indians and the migrations of Métis people into the most remote corners of our country, put their stamp on the art of practically every tribal group of the Northern Plains and Northwest Territories. The Indians called the Métis the "Flower Beadwork People". Many museums today have extensive collections of Aboriginal art but most that were created by Métis people are not marked distinctly as Métis.

LESSON OVERVIEW:

Students will be shown visuals of Métis beadwork and visuals of other Aboriginal beadwork and identify what makes Métis art distinct. There are visuals of Métis beadwork included in the teacher guide as well as visuals of other Aboriginal art. There are websites included in the resource list that depict many different Aboriginal art styles. The students will work together in groups and create a mural using the defining principals of Métis beadwork.

Doing: organize, research, design, and create an exhibition of Métis visual images

PRESCRIBED LEARNING OUTCOMES	
Visual Arts	Exhibition and Response
Language Arts	Oral Language (Speaking and Listening) Oral Language (Thinking) Oral Language (Features)
Social Studies	Skills and processes



LESSON OBJECTIVES:

When the students complete this project they will be able to:

- > Identify what makes Métis art distinct from other Aboriginal art
- > Understand why Métis art has been mistakenly identified
- > Create a mural for exhibition and use it to teach the school and community

CONNECTION BETWEEN VISUAL ARTS AND OTHER SUBJECTS	
Social Studies	<ul style="list-style-type: none"> > cultural, historical and environmental context of the arts; artistic contexts of culture and history > arts as a means of expressing and preserving cultural identity
Science	<ul style="list-style-type: none"> > classification, skills and processes > physical properties of colour, light and sound
Language Arts	<ul style="list-style-type: none"> > language learning strategies apply to learning the language of visual arts > forms of communication > story making, storytelling > relationship between the revision and editing process in writing and the creative process in the arts > multimedia productions
Mathematics	<ul style="list-style-type: none"> > patterns and shapes > spatial relationships > sequencing

REQUIRED SKILLS:

- > Grade 7 reading and writing abilities
- > Use of computers for research
- > Create visual images that effectively use colour schemes, symbols and patterns

Introductory Activity (20 minutes)

Discuss different Aboriginal cultures and how art defines their identity. Provide an example by showing visuals of Métis art and other Aboriginal art. Ask students to identify what makes the art unique and describe the use of colours and patterns.

Rubric (10 minutes)

Share the rubric with students to demonstrate how they will be evaluated for their work on the project.



Procedure (3-5 40 minute blocks)

1. Divide the class into groups of 4-6. Each group will be given visuals of Métis and other Aboriginal art. The teacher can display the images using the CD. Each group will research the art forms and styles of distinct Aboriginal peoples. Students may use the internet or school library to investigate their subject.
2. Using the information they have gathered students in each group will define what makes Métis art distinct from other Aboriginal art and create images using those art styles and forms. The image can be created electronically, or by drawing, painting, sketching or other mediums. Ensure that students have had ample time to prepare and develop their work.
3. The groups will collaborate and create one main exhibit to display their images. Involve the students in organizing and mounting the display. Ensure that the display is arranged to show the works at their best (e.g., consider height of works displayed, mounting, matting, lighting). Have students guide guests through the display, explain or demonstrate processes learned, and so on.
4. Provide a focus for the audience to respond to the presentation.
5. Students and teacher review the rubrics to assess student achievement

MATERIALS AND RESOURCES:

Métis art glossary
 Defining elements of Métis art
 Aboriginal art visuals

WEBSITES:

Lisa Shepherd, Métis Artisan
<http://lisashepherd.ca/>

Canada's First Peoples
http://firstpeoplesofcanada.com/fp_metis/fp_metis5.html

Christi Belcourt, Métis Visual Artist
<http://www.belcourt.net/>



Métis Art Glossary

Abstract design- Not aiming to depict an object or represent something concretely.

Appliqué- Attaching one material on top of another.

Art form- A creative activity done with skill that is intended to be beautiful and a representation of the creator's artistic expression.

Art history- An academic discipline which studies the history of art and art production.

Artisan- A crafts person specializing in decorative arts.

Artistic expression- Artistic expression is the way an individual or group displays their artistic ideas.

Artistic production- It is the production of artistic pieces usually within a time frame or for a specific purpose.

Artistic tradition- The art styles of a group that has been established over a period of time and have been passed down from one generation to the next

Artwork- A work or works of art created by an artist or a group of artists

Beadwork- Decorative artwork applied to garments and household items using colourful trade beads.

Beadwork designs- Designs constructed by stitching beads onto hide or another type of fabric.

Bilateral symmetry- Symmetry in which an imaginary plane divided an object into right and left halves, each side being the mirror image of the other.

Colour gradations- The gradual passing from one shade, tone etc to another.

Colour-lined beads- Colour-lined beads are small seed beads that are transparent over a colourful center

Dene- The Athapaskan speaking people of northwestern Canada. This is their name for themselves, "the people".

Floral Designs- Designs decorated with or depicting flowers. Métis women constructed floral designs in porcupine quills, silk embroidery, beads and moosehair.

Flower Beadwork People- A term given by the Sioux to the Métis because the Métis decorated their clothing, accessories and other pieces with floral designs.

Inuit- One of the three distinct Aboriginal Peoples of Canada, the majority of the Inuit inhabit the northern regions of Canada known as "Nunaa" or homeland.

Métis- Métis means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of Historic Métis Ancestry, and is accepted by the Métis Nation.

Métis Nation British Columbia (MNBC)- Represents and/or is comprised of the Métis Citizens of British Columbia and is governed by the provisions of the MNBC Constitution.

Ojibwa- The name they call themselves is "Anishnabe" which means "first people".
The Anishnabe occupied territory in the Western Great Lakes, especially around Lake Superior.

Opaque Beads- Beads of a solid colour through which no light can pass

Pictorial Design- A decoration with a pattern that illustrates a picture or pictures.

Pony bead- A large irregular shaped bead used in the fur trade prior to the introduction of seed beads.
Also called pound beads.

Scrolling design- A decorative design of spiralling and circular lines.

Seed beads- Tiny beads, made of glass, introduced around the 1840's. These beads replaced the earlier pony beads and became the standard material in beadwork.

Spot stitch- A beadwork stitch in which on to three beads are sewn down at once.

Symmetry- A surface divided into two halves with each side being the mirror image of the other

Tendrils- Leafless shoots of a plant often growing in a spiral form

Tradition- Proven and accepted ways which are handed down from generation to generation, the body of information, rules, and values which made existence possible and meaningful for a group of people.

Vamp- The part of a shoe or moccasin covering the top of the foot



BLACKLINE MASTER

Exhibition and Response Project Rubric-1

EXPERT 4	COMPETENT 3	BASIC 2	NOVICE 1
<p>A. The images include all of the defining elements of Métis art.</p> <p>B. The images clearly show the colour schemes unique to Métis art.</p> <p>C. Appropriate images are selected for the exhibition.</p> <p>D. The project workload was divided equally amongst all group members.</p>	<p>A. The images include several of the defining elements of Métis art.</p> <p>B. The images show several of the colour schemes unique to Métis art.</p> <p>C. Several images chosen for the exhibition are appropriate.</p> <p>D. Most group members contributed to the project.</p>	<p>A. The images include some of the defining elements of Métis art.</p> <p>B. The images show some of the colour schemes unique to Métis art.</p> <p>C. A few of the images chosen for the exhibition are appropriate.</p> <p>D. Most group members participate in the project.</p>	<p>A. The images do not use any of the defining elements of Métis art.</p> <p>B. The images do not show any of the colour schemes unique to Métis art.</p> <p>C. None of the images chosen for the exhibition are appropriate.</p> <p>D. One or two group members did the majority of the work.</p>



Defining Elements of Métis Art

- > Floral patterns will usually include mousetracks along the stems
- > The inclusion of berries, leaves, tendrils and stems in the patterns
- > The designs are most often asymmetrical
- > The pattern may intersect to form a cross (influence of the Catholic church)
- > The use of patterns of four is significant in that it represents the four directions
- > Very colorful and not limited to one or two colours (European influence)
- > Traditionally one incorrect coloured bead would be inserted in the pattern (it was believed that this would keep the beader humble as only the Creator could make something perfect)
- > Beadwork was often done on dark coloured velvet or wool





(OJIBWAY MOCCASINS) GRADE 7 METIS CROSS-CURRICULAR TEACHER GUIDE



(CREE MOCCASINS) GRADE 7 METIS CROSS-CURRICULAR TEACHER GUIDE



(CREE MOCCASINS) GRADE 7 METIS CROSS-CURRICULAR TEACHER GUIDE



(DENE MOCCASINS) GRADE 7 METIS CROSS-CURRICULAR TEACHER GUIDE

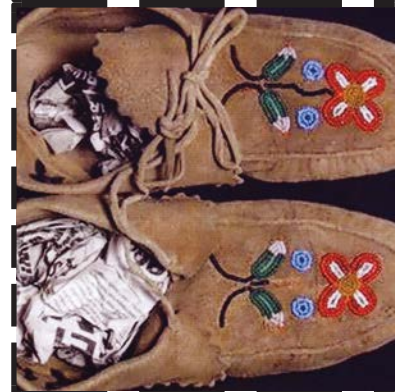
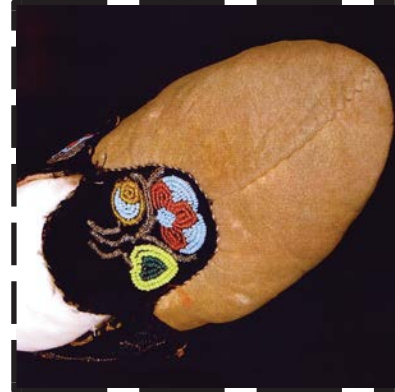




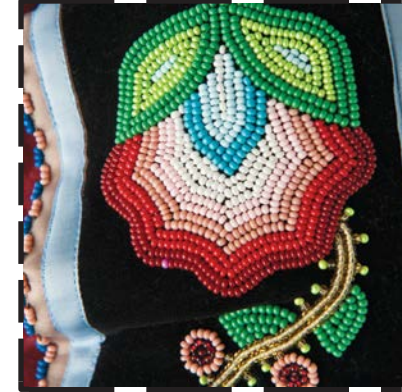
(METIS BELT) GRADE 7 METIS CROSS-CURRICULAR TEACHER GUIDE



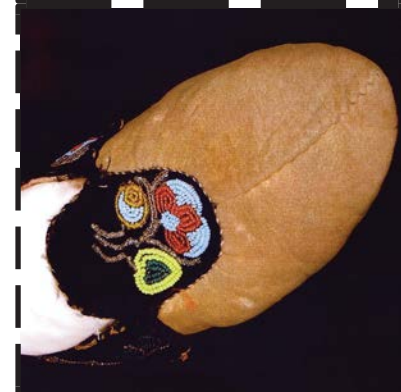
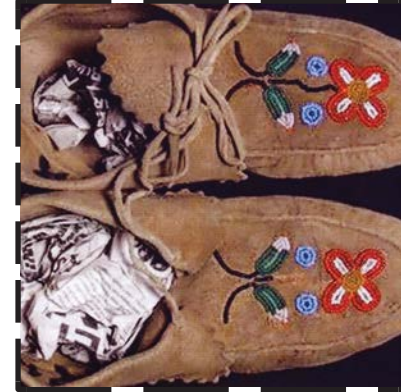




Non-Examples



Examples



Tester



The Métis of British Columbia Past and Present

LESSON INTRODUCTION:

The Métis people moved across Canada to British Columbia during the expansion of the fur trade and exploration in Canada during the 1700s and 1800s. They were involved in the fur trade and worked for the Hudson’s Bay Company and the Northwest Company as guides, factors, trappers, clerks, and carpenters. The Métis navigated the rivers and lakes and established trails and overland routes to transport people and goods. These routes eventually established the infrastructure of highways, railways and communities that still exist today. At the decline of the fur trade the Métis migrated to British Columbia to establish communities and create employment and industry. Métis people settled where there was an abundance of natural resources such as arable land, timber, minerals, and traditional food as well as employment opportunities. The expansion and increase of population in British Columbia led to the development of industry such as mining, logging, farming, and construction of infrastructure. The Métis people have played a key role in the development of British Columbia and continue to be involved in creating economic opportunities and innovations in technology.

LESSON OVERVIEW:

The students will research and present information on the contributions of the Métis to the economic and technological development of British Columbia. They will identify the historic significance of the Métis to the development of British Columbia and recognize their contributions to the continuity and change of economy and technology over time.

Doing: organizing, investigating and participating in the research process

To do this: the students will research the economic and technological contributions of the Métis to the development of British Columbia and create a map to reflect their research.

LESSON OBJECTIVES:

When the students complete this project they will be able to:

- > Read and research relevant materials using technology
- > Interpret information from maps and timelines
- > Recognize the contributions Métis people have made to economy and technology and to the development of British Columbia

PRESCRIBED LEARNING OUTCOMES	
Social Studies	<p>Skills and Processes A2 use various types of graphs, tables, timelines, and maps to obtain or communicate information</p> <p>Economy and Technology D1 describe various ways ancient peoples exchanged goods and services</p>
	<p>D2 assess ways technological innovations enabled ancient peoples to</p> <ul style="list-style-type: none"> > adapt to and modify their environments > satisfy their needs > increase exploration and trade > develop their cultures
Language Arts	<p>Oral Language (Speaking and Listening)</p> <p>Oral Language (Thinking)</p> <p>Oral Language (Features)</p>



REQUIRED SKILLS:

- > Ability to use computers for word processing and research
- > Ability to interpret graphs, tables, timelines and maps
- > Grade 6 reading level or above

Introductory Activity (20 minutes)

Discuss the Métis and their western migration across Canada to British Columbia. Have students consider what routes the Métis traveled and why they established communities in specific geographical areas. Ask students what economy the Métis were engaged in and what technology they might have used. Make connections between the Métis navigation routes and communities to the development of British Columbia, such as highways, industry and business. Ask students how the Métis have contributed to the economy and technology of British Columbia in the past and how they may be contributing in the present.

Rubric (10 minutes)

Share the rubric with students to demonstrate how they will be evaluated for their project.

Procedure (3-5 40 minute blocks)

1. On a map of Canada the teacher will facilitate a class activity and have the students track the travel routes the Métis used to migrate across Canada into and throughout British Columbia.
2. Students will be organized into groups of 4-6; they will choose and research the name of an historic Métis person. Research will include: bibliography, travel routes and communities, work and trade, place names and historical sites. Students may use the internet or school library to investigate their subject. The information can be compiled as pictures, diagrams, print outs, maps or written notes. Students will then apply the research information to the map of British Columbia.
3. Students will be organized into groups of 4-6; they will choose and research the name of a Métis person from the teacher guide that has contributed to the economy and technology of British Columbia since the 1950s to the present. Research will include: bibliography, communities, work and education, contributions to the economy and technology. Students may use the internet or school library to investigate their subject. The information can be compiled as pictures, diagrams, print outs, maps or written notes. Students will then apply the research information to the map of British Columbia.
4. Students will present information and maps to the class and discuss their conclusions.
5. Students and teacher will review the rubrics to assess student achievement.



MATERIALS AND RESOURCES:

- > Maps of Canada and British Columbia
- > Biographies of historic and contemporary Métis people
- > Technological equipment such as, internet access, computers, Smart Board

WEBSITES:

- > Métis Nation BC
<http://www.mnbc.ca/>
- > BC Métis Timeline of Historical Events
<http://mnbc.ca/bcmanr/timeline.asp>
- > Historical Métis Maps
<http://www.metisresourcecentre.mb.ca>

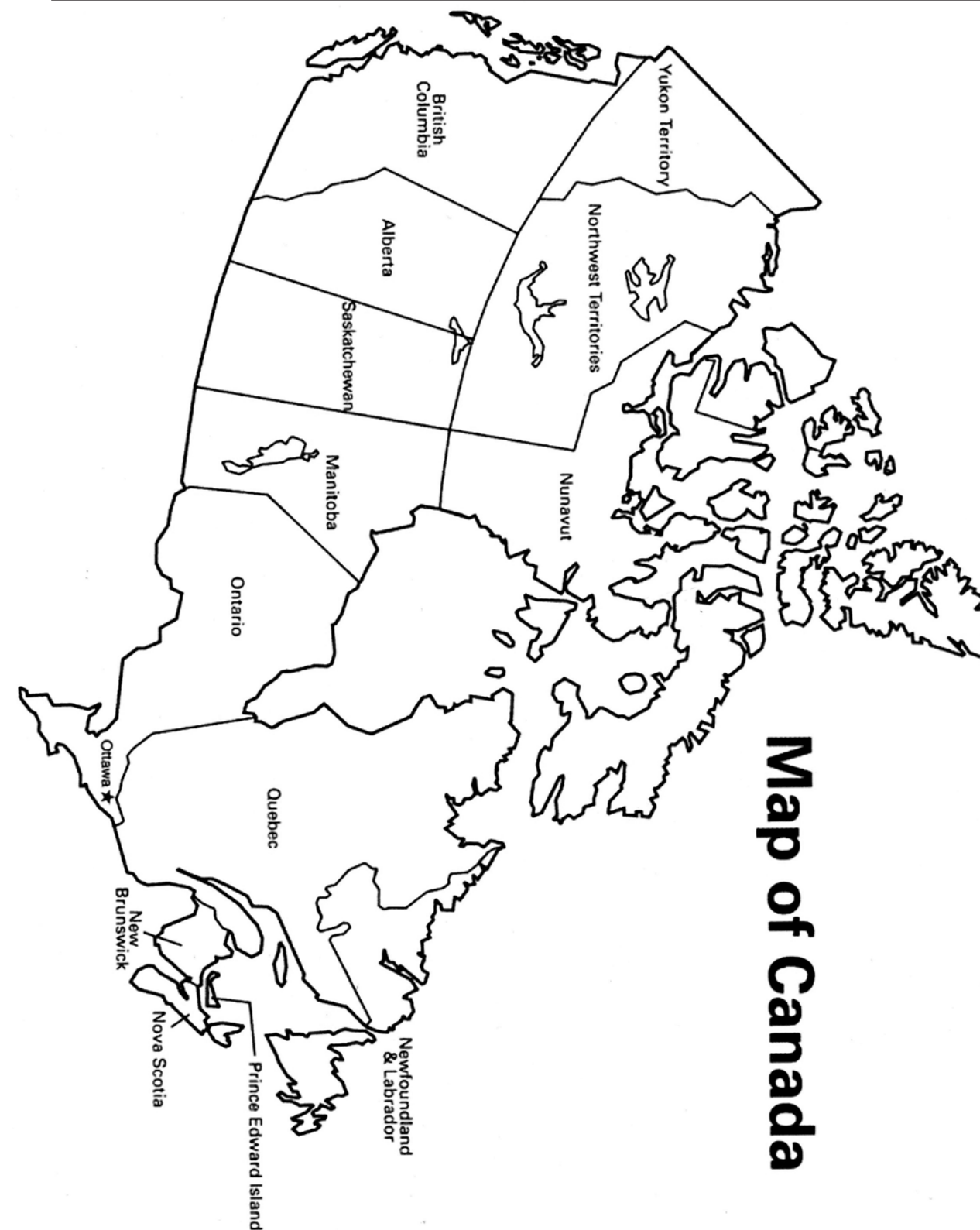


GLOSSARY

- Arable land- Land that is suitable for the cultivation of food crops for people or livestock.
- Clerk- An individual responsible for keeping accounting records or acting as traders at fur trade posts.
- Contemporary- Belonging to or occurring in the present time.
- Factor- Head official appointed to oversee all social, economic, and political aspects at major fur trade posts.
- Geographical- Relating to geography, the study of the physical features of the earth and of human activity that relates to these features.
- Historic- Is used in describing famous or important people or events from the past.
- Hudson’s Bay Company (HBC)- Canada’s oldest incorporated trading company started in 1670 to trade furs with Aboriginal people of Canada to export to markets based in England.
- Infrastructure- Basic structures such as buildings, roads, and power supplies needed to support the public works and operation of a society or organization.
- Innovation- Is the action of innovating or introducing a new idea, method or product.
- Métis- Métis means a person who self-identifies as Métis, is distinct from other Aboriginal peoples, is of Historic Métis Ancestry, and is accepted by the Métis Nation.
- Métis Nation British Columbia (MNBC)- Represents and/or is comprised of the Métis Citizens of British Columbia and is governed by the provisions of the MNBC Constitution.
- Natural Resources- Are materials that occur in nature such as minerals, timber, and waterpower and can be used for economic or social purposes.
- Northwest Company (NWC)- A fur trade company established in 1760 and based out of Montreal. The NWC amalgamated with the HBC in 1821, and employed many Métis people.
- Technology- The practical application of knowledge used to increase capabilities in technical processes, such as manufacturing, production and information.



BLACKLINE MASTER
Mapping-1





BLACKLINE MASTER

Mapping-2



Biographies

Listed below are biographies of Métis people that have contributed to the economy and technology of British Columbia. These are the names that are given to the student groups to research.

Historic Métis People

1. Christina MacDonald
2. James Jean-Baptiste Boucher
3. William McKay
4. Pierre Bostonais
5. James Sinclair

Contemporary Métis People

1. Phil Nuytten
2. Peter Ducommun
3. Jack Poole
4. Sid Peltier
5. Angelique Merasty Levac

1. BIOGRAPHY/HISTORIC

Christina MacDonald MacKenzie Williams (*business woman and store keeper*)
 Christina MacDonald was the daughter of Catherine Baptiste and J. Angus MacDonald, Chief Factor of the Hudson's Bay Company (HBC) headquarters at Colville, British Columbia. Christina used to accompany her father and the brigade to Kamloops each year. The brigade travelled the east bank of the Kettle River to Christina Creek, which was crossed 1/2 mile below Christina Lake. She acted as book-keeper for her father, carrying the records in a buckskin sack. The horses would be swum across the river and a raft built to carry the goods. One trip in June 1870, the raft on which Christina was crossing this creek went to pieces and she was thrown into the rushing water along with the buckskin sack containing her father's HBC books and papers. She was carried down for some distance before being rescued, but when finally dragged ashore still had hold of the satchel of books, thereby saving its precious contents. For this deed the Council of Chiefs of the Colville Indians gave her and her heirs the sole right to trap and fish in the country tributary to this lake, hence her name for the creek and lake.

Christina MacDonald later married James McKenzie, HBC clerk at Fort Colville who later operated a rival trading post adjacent to the HBC store at Kamloops in 1872. After her husband's death in 1873, Catherine continued to operate the business, and proved to be a most competent businesswoman, cutting deeply into the trade of the Hudson Bay Company. She married Charles Williams in 1875 and moved to Montana, then to Idaho and eventually to Spokane, Washington, where she died in the winter of 1925-26.

2. BIOGRAPHY/HISTORIC

Jean-Baptiste Boucher (*trader and interpreter*)
 Métis interpreter and guide Jean-Baptiste "Waccan" Boucher is one of the founding fathers of the Quesnel area. Boucher's father was French-Canadian and his mother was Cree. Born in about 1789, he spoke the languages of both his parents, along with Carrier, Michif and others. This ability led to him becoming a valued interpreter for the North West Company at a very young age, probably in his early teens. He came out to New Caledonia in 1806 and by the time he accompanied Fraser on the trip down the river, Boucher was already an accomplished trader, who enjoyed a fierce reputation as a company man.

Originally married to the daughter of a Carrier chief, his second marriage was to Nancy McDougall, the daughter of North West Company clerk James McDougall. When the North West Company merged with the Hudson's Bay Company in 1821, Boucher was eagerly taken on with the HBC. In 1823 Chief Factor John Stuart said that Boucher "has been in New Caledonia since its first establishment and is the best of the class I ever met with, invariably performing the duty of an Interpreter, Canoe, Train and Snow Shoe Maker and as a common labourer does more than any other man in New Caledonia, he has now the charge of [Fort] Alexandria." One of Boucher's duties was that of policeman and it is said that his nickname "Waccan" is a derivative of "watchman." Others think it is a Cree word of undetermined meaning.

Waccan and Nancy had 17 children, some of whom also worked for the Hudson's Bay Company. Boucher's name is often spelled Bouche, Bouchie or Buschie and this name can be found in various place names in the Quesnel area. The strong and mighty Waccan succumbed to the measles in 1849, and was buried at Fort St. James. His grave is unmarked, as are most of the others at Fort St. James, but his legacy lives on in the hundreds of descendants that live in the Cariboo area today.



3. BIOGRAPHY/HISTORIC

Joseph William McKay (*fur trader and businessman*) Joseph William McKay was a fur trader, explorer, businessman, politician, justice of the peace and office holder. He was born on January 31st, 1829 at Rupert's House (Waskaganish, Que.). He was the son of William McKay and Mary Bunn, both of mixed blood. Joseph McKay married Helen Holmes on June 1860 in Victoria, British Columbia and they had four daughters and two sons. He died there on December 21st, 1900.

Joseph William McKay had deep roots in the northwest: his grandfather John McKay, his uncles John Bunn and John Richards McKay, and his father were active in the fur trade. When he was nine or ten years old Joseph William was sent to the Red River Academy where he remained for five years, boarding with his maternal grandfather, Thomas Bunn. According to family tradition his parents had intended to send him to school in Scotland but he literally missed the boat. He joined the Hudson's Bay Company on 1 June 1844, at age 15, and was sent to Fort Vancouver (Vancouver, Wash.).

The following September he accompanied the British naval officers Captain Henry W. Parke and Lieutenant William Peel on their reconnaissance of Oregon Territory. Having been transferred in November 1846 to Fort Victoria (Victoria), which he recalled as "full of bustle" in the wake of the Oregon Boundary Treaty, he participated in a survey that winter of the area around Victoria and Esquimalt. In 1848 he was promoted to the rank of postmaster, and the following year he was Roderick Finlayson's second in command at Fort Victoria.

Though nominally a fur trader, McKay was also involved in the exploration, economic development, and colonization of Vancouver Island. As an apprentice clerk he helped Chief Factor James Douglas in 1850 to negotiate the Fort Victoria treaties with the neighbouring Indians. Douglas noted that McKay possessed "an uncommon degree of tact and address, in managing Indians." During the early 1850s Douglas sent McKay to explore the Cowichan and Comox valleys and to establish the HBC salmon fishery and sheep station on San Juan Island. In August 1852 McKay formally took possession, on behalf of the HBC, of the coalfields at Nanaimo, which had recently been explored by Joseph Despard Pemberton. While in charge there McKay opened a coal mine, a sawmill, a saltern, and a school, so that when Douglas visited the settlement a year later he wrote, "The place has quite the appearance of a little village."

McKay applied in the summer of 1854 for a three-month leave of absence in order to manage the affairs of the Vancouver's Island Steam Saw Mill Company,

which had been formed three years previously by a group of HBC officers and clerks but which was not yet operational. When his request was denied by Douglas, McKay quit the HBC and soon opened the sawmill.

Shortly after the beginning of the Fraser River gold-rush in the summer of 1858 McKay was sent by Douglas to search for a route to the gold-fields between Howe Sound and Lillooet Lake. In June 1860 he was made chief trader and placed in charge of the auriferous Thompson's River district; that month also he was married in Victoria. Two months later McKay left his bride and went to Thompson's River Post (Kamloops), where he spent six years developing the HBC's retail provisions business, supplying Europeans, Chinese, and Indians with food and mining equipment in exchange for gold dust, dollars, and furs. McKay welcomed Thomas McMicking's gold-seeking Overlanders to Kamloops in 1862 and in 1865, in conjunction with John Rae, McKay conducted a survey of the country between Williams Creek and Tête Jaune Cache in anticipation of the HBC's proposed telegraph line from Fort Garry (Winnipeg) to New Westminster (B.C.). Between 1866 and 1878 he was in charge of the company's operations at Fort Yale (Yale), in the Kootenay district, and in the Cassiar and the Stikine mining districts, and he directed its coastal trade at Fort Simpson; he was promoted factor in 1872.

Four years later he was made a justice of the peace, an appointment he held until 1885. In the summer of 1878 McKay was dismissed by the HBC, in part because of his substantial business dealings outside the company. Since the Fraser River gold-rush McKay had invested in silver mines, salmon canneries, and timber leases, and just six months before his dismissal he had been prospecting near Bella Coola on his own account. On 28 Sept. 1878 he entered into a two-year agreement to manage the salmon cannery on the lower Skeena River owned by the North Western Commercial Company of San Francisco.

During the following two decades McKay worked for the dominion government, being appointed census commissioner for British Columbia in 1881 and Indian agent two years later, first for the northwest coast and then for the Kamloops and Okanagan agencies. While agent he urged Indians to take up stock-raising and to grow western crops, attempted to prevent the trespass of Canadian Pacific Railway crews and European settlers on Indian land, and established an Indian industrial school near Kamloops. He personally inoculated more than 1,300 Indians with smallpox vaccine between 1886 and 1888. In 1893 he was appointed assistant to Arthur Wellesley Vowell, the superintendent of Indian affairs for British Columbia. *Continued...*



4. BIOGRAPHY/HISTORIC

Pierre Bostonais (*fur trader and explorer*) Pierre Bostonais aka Pierre Hastination was a Métis trapper, fur trader and explorer who worked for the Hudson's Bay Company during the 18th and 19th centuries. His nickname "Tete Jaune" (which means yellow head in French) was given to him because of his blond hair. In the early 1800s, Pierre crossed the Rocky Mountains by the pass which would later bear his name. He led a brigade of Hudson's Bay men through the same pass in December 1819 to encounter the Secwepemc people. Pierre would later move his cache from the Grand Fork of the Fraser River to a Secwepemc fishing village on the Fraser. Located on the Fraser River in the scenic Robson Valley, only 11 km (7 miles) west of Mount Robson, Tete Jaune Cache is at the confluence of the Fraser and Robson Rivers.

The Yellowhead highway was started in the 1940s when a caravan of cars and trucks made the trek from Edmonton to Kamloops in 1948. The highway was officially opened in 1970 and was named after this Métis explorer.

...Continued

Throughout this period McKay continued to pursue his business interests. The year before his death he applied for a grant of 40,000 acres on Queen Charlotte Strait, on which he planned to establish a pulp-mill, but he died before he could see it in operation. During his last years in Victoria he also lectured and wrote several articles on the fur trade and on the Indians of British Columbia.

McKay's varied career, which spanned the fur trade, colonial, and provincial eras, reflects the diversity of the HBC's interests in British Columbia. In 1872, when requesting a promotion, he had pointed out to the company that he had "been Sailor, Farmer, Coal Miner, packer, Salesman, Surveyor, explorer, Fur Trader and Accountant in Your Service." Like several of his colleagues, McKay made a natural transition from fur trader to Indian agent, and like most of his contemporaries he exhibited an abiding personal interest in the development of natural resources.



1. BIOGRAPHY/CONTEMPORARY

Phil Nuytten

(Inventor, entrepreneur, deep-ocean explorer)

An internationally recognized pioneer in the undersea industry, Phil Nuytten has spent 40 years creating deepwater dive systems that have opened the ocean's depths to exploration and industry.

Through his various companies, he has developed technology to allow deeper and longer-length underwater expeditions with increased safety. Nuytten's hard-suits – the Newtsuit and the Exosuit – his deep-diving submersibles and his submarine rescue system are renowned worldwide. His equipment is used by a wide range of agencies from the National Geographic Society to NASA and is standard in nearly a dozen navies. Contract assignments have taken Nuytten's equipment and crews to major oilfields, marine construction sites and sunken wrecks around the world. His record-breaking dives – in icy arctic waters – to the wreck of the Breadalbane, the most northern-most known shipwreck, earned him a place on the cover of National Geographic Magazine in 1984.

Born in Vancouver, British Columbia, Nuytten designed his first diving gear and opened Western Canada's first dive shop when he was in his teens. His attention to detail – crucial in deep-sea diving – was apparent from the age of 12 when he apprenticed with a Kwakiutl master totem-pole carver and learned to carve and design in the Northwest Coast style – an art about which he is still passionate. In 1982, he published *The Totem Carvers*, a book which is now a standard reference text in Northwest nature ethnography studies. Nuytten is a Métis (an aboriginal group descended from Canadian fur traders) by birth, but was formally adopted into the Kwakiutl nation and is an advocate of the art and culture of these indigenous people.

2. BIOGRAPHY/CONTEMPORARY

Peter Ducommun

(International pioneer in the skateboard industry)

Peter Ducommun formed Skull Skates in 1978 in Regina Saskatchewan at age 14 and grew the company to an international skateboard, skate clothing, bicycle and skim boarding leader. Peter and his brother left their Métis family in Saskatchewan to open a skateboarding shop in Vancouver.

<http://www.skullskates.com/>

3. BIOGRAPHY/CONTEMPORARY

John (Jack) Wilson Poole

Jack Poole was born on April 13, 1933 at Mortlach, Saskatchewan. He was the youngest of three sons of John Vigors Poole and his wife Edith Golen. Mr. Poole worked at the grain elevator after his Massey-Harris farm equipment dealership went broke during the Depression and Mrs. Poole was the local postmistress. Jack was Métis and received the Order of Canada and received many honorary degrees. He will be best known for bringing the 2010 Olympics and Paralympics to Canada.

Jack Poole had a degree in Civil Engineering from the University of Saskatchewan. He graduated in 1954 and won the universities heavyweight wrestling championship in the same year. He has used his entrepreneurial skills to build real estate development companies such as Concert Properties. Poole co-founded Daon Development Corporation with Graham Dawson, it was the second largest real estate development company in North America until its collapse in 1982. Jack Poole founded Concert Properties, which is now one of the largest and most successful construction companies in the province, with a working capital of some \$750-million and an asset base of slightly less than \$1.5-billion.

4. BIOGRAPHY CONTEMPORARY

Sid Peltier *(pilot and helicopter business owner)*

Sid Peltier was born in Winnipeg Manitoba and spent the first part of his life there with his Métis family. His great-great grandmother was Swampy Cree from northern Manitoba. Sid grew up like many Métis people, hunting ducks, geese and deer and living a traditional Métis lifestyle.

Sid acquired his helicopter pilot license when he was 25 years old. He has been flying helicopters for 35 years and is a qualified rotary flight instructor, and has 35 years of flying experience. Sid has logged over 14,000 hours of flight time, most of that time flying in the mountains of BC and Alberta. He has a lot of experience in seismic, oil and gas exploration, power line construction, as well as fire fighting throughout the western provinces, including Northwest Territories and the Yukon.

Sid is the owner and Chief Pilot and Operations Manager of White River Helicopters in Terrace. He has owned and operated the company since 1993 and is the oldest locally owned helicopter charter service in Terrace. He has flown numerous types of helicopters, including Jet Rangers, A-Stars, and Bell Mediums.



Sid Peltier is one of the most experienced helicopter pilots in the Northwest and provides services to provincial and federal ministries, private industry, and adventure seeking individuals. For adventure seekers Sid enjoys taking his passengers over scenic mountain tops, fishing spots, and on heli-skiing trips. "The helicopter business has been very good for me. It has allowed me to fly in remote areas and still be home at night with my family. As a helicopter pilot I have flown all over Canada, much like our Métis ancestors did when first exploring Canada" (Sid Peltier)

5. BIOGRAPHY/CONTEMPORARY

Angelique Merasty (Levac)

(Business woman and artist)

Angelique (Merasty) Levac was born in Beaver Lake, Manitoba in 1924. At the age of twenty, she learned the art of birch bark biting from her mother, Susan Ballantyne. Angelique a Métis woman, has revitalized the artistic tradition of birch bark biting and found an entrepreneurial home for her craft and the works of other Aboriginal people in her store, Angelique's Native Arts. Her store is located in Prince George, and her business has been in operation for 14 years.

Angelique Merasty Levac creates unique one-of-a-kind birch bark art in the tradition of northern Woodland Cree Women. Many of her originals are displayed in galleries worldwide and sought after by discerning private and public art collectors. Birch Bark Biting is produced by folding and biting the innermost layer of select Birch bark into a variety of forms, including butterflies, humming birds, frogs, etc. This art form was originally used as patterns for quillwork designs, as well as for entertainment.

The ability to marry artistic endeavors with an entrepreneurial spirit while meeting the demands of the market place is an excellent role model. Angelique's talents and success will inspire the next generation of Aboriginal creativity and entrepreneurship.

Angela received the B.C. Aboriginal Business Award for individual achievement in recognition of her outstanding accomplishment by an individual who, over her career, has made a significant contribution



BLACKLINE MASTER

Social Studies- Research Rubric-1

EXPERT 4	COMPETENT 3	BASIC 2	NOVICE 1
<p>A. Group mutually agrees on tasks for each member and each member works on their job within the assigned time.</p> <p>B. Research is cited with website name, URL, and page title. The list includes a title and each entry has space in between.</p> <p>C. Independently maintains focus on the project and perseveres through the learning process.</p>	<p>A. Group members come to an agreement on tasks with teacher support. Members work on their jobs within the assigned time.</p> <p>B. Research is cited with the website name, URL, and page title. The list includes a title.</p> <p>C. Occasionally needs redirection to maintain focus on the learning process.</p>	<p>A. Group members come to an agreement on tasks with teacher support, but do not every member works on their task. Member's works on their jobs within the assigned time.</p> <p>B. Research is cited with the website name, URL, and page title.</p> <p>C. Requires frequent redirection to focus on the learning process.</p>	<p>A. The teacher assigns tasks for each group member. Members do not complete their jobs within the assigned time.</p> <p>B. Research is cited with website and URL.</p> <p>C. Is unfocused and off task during the learning process.</p>



BLACKLINE MASTER

Social Studies- Project Rubric-2

EXPERT 4	COMPETENT 3	BASIC 2	NOVICE 1
<p>A. Three or more examples of the topic are identified in the project.</p> <p>B. The project includes a title, description, and group members. The description summarizes the topic and examples in one paragraph.</p>	<p>A. Two examples of the topic are identified in the project.</p> <p>B. The project includes a title, description, and group members. The description summarizes the topic and examples.</p>	<p>A. One example of the topic is identified in the project.</p> <p>B. The project includes a title, description, and group members.</p>	<p>A. Examples of the topic are not identified in the project.</p> <p>B. The project includes a title and group members.</p>

“THAT’S WHERE THE MÉTIS
COME FROM;
THEY WERE THE NEW NATION,
THE NEW
SHOOTS THAT COME UP
FROM THE GROUND

FROM MOTHER EARTH.”

TOM MCGALLUM (MÉTIS ELDER)

Canada

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