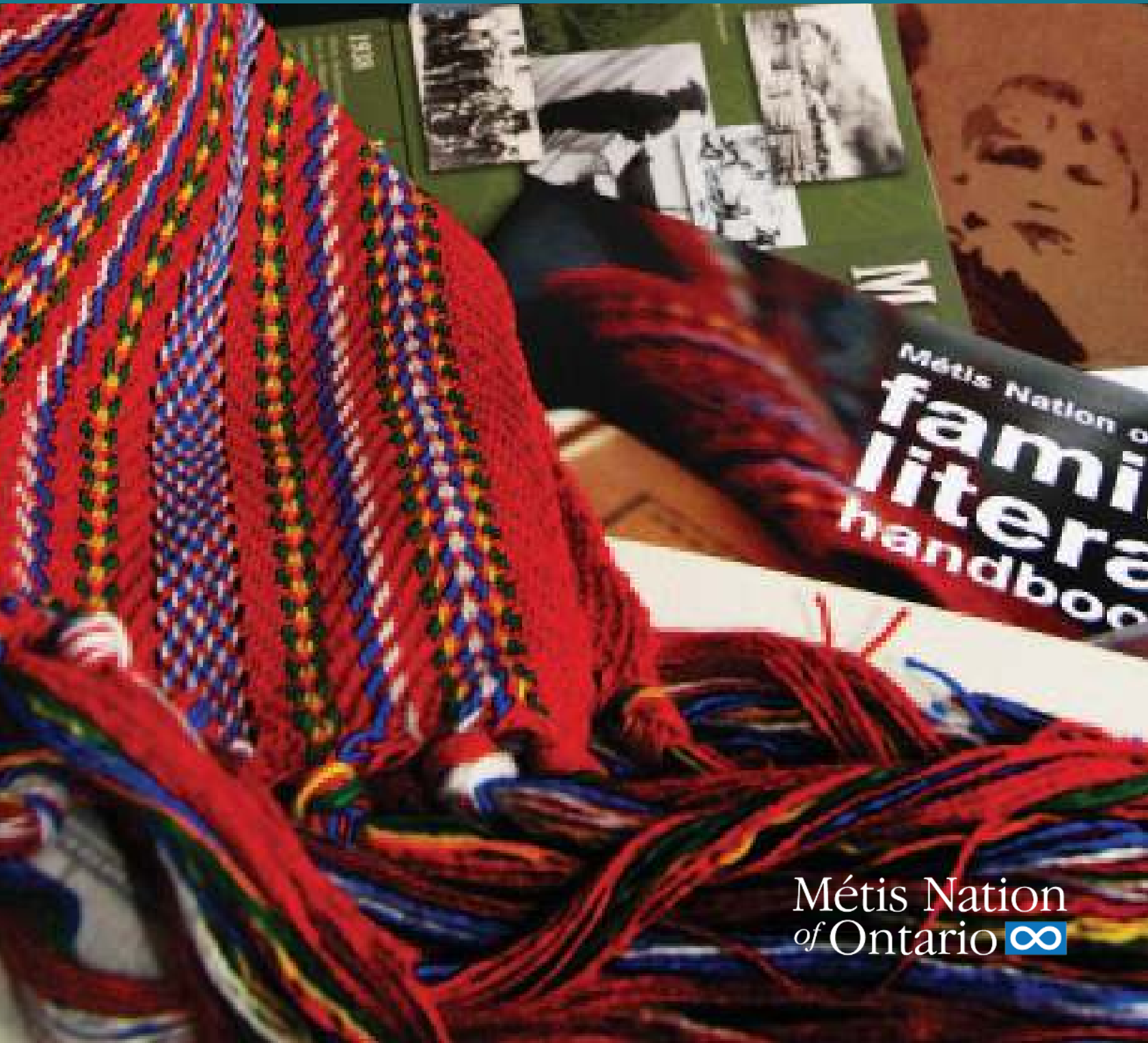


MÉTIS EDUCATION KIT

TEACHERS GUIDE



Métis Nation
of Ontario 

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Métis children performing a traditional jig. Jigging to fiddle music is an important part of Métis culture.

INTRODUCTION

Hello, and welcome to the Métis Education Kit! You are about to embark on a wonderful journey into the rich culture and heritage of the Métis people of Ontario. This resource is an introductory tool to the unique history of Ontario's indigenous Métis population. This guide will give you new ideas and methods for incorporating Métis symbols, traditions and ways of knowing into your classroom.

The Métis population in Ontario as of 2006 was over 73,000 people! That's the second largest Métis population in Canada! Métis are the fastest growing aboriginal population in our country and live in communities in almost every province and territory. The chances that you have taught or are teaching a Métis student are very high, so it is important to have Métis culture and ways of life reflected in your classroom.

This Education Kit is a great place to start bringing more Métis content into the school. There are many more resources available as well as Métis community members who make a living presenting to classes about Métis way of life. For more information on available resources and presenters contact your local Métis Nation of Ontario office, Community Council or the Métis Nation of Ontario Education Branch.

About the Kit

The Education Kit has been developed with the support of the Ontario Ministry of Education and the Aboriginal Education Office. This resource is available in limited quantities in both English and French for Teachers, Administrators and Community Members who are looking to incorporate more Métis culture into their lessons and presentations.

The Kit was designed as a classroom tool with resources that can be displayed and used in a hands-on way to engage students and educate on the Métis people of Ontario. Additional hands-on materials are available in our culture kits and can be borrowed from any of our regional Métis Nation of Ontario offices.

The Kit contains:

1. Sash
2. Family Literacy Handbook
3. Ontario Timeline
4. MNO Poster series
5. Flashcards
6. Métis Fiddler Quartet CD
7. Bookmark
8. Our Knowledge Canoe – Marcel Labelle
9. Métis Games & Activities for Students (1 Copy)

The kit contents and resources are under constant review. We are always looking for feedback from teachers and community members who use this resource to ensure we are providing tools that are relevant and useful in the classroom. If you would like to provide feedback, please visit the Métis Nation of Ontario website.

How to use this kit

The Education Kit can be used in many ways, from a standalone resource on Métis culture to a supplementary guide for a unit on Voyageurs and the Fur Trade. This section will give you some broad ideas for how this resource can be used in your classroom and will highlight some of the curriculum connections that can be made in using it. The Lesson Plan section contains more specific lesson ideas that can be used in the classroom.

What Teachers Should Know

Teachers should have a basic understanding of who Métis people are and their connection to major historical events and the creation of Canada. Below are some facts about Métis people that you can use in your classroom.

- Métis people are one of three (3) distinct aboriginal peoples recognized under Canada's Constitution (the others are First Nation, and Inuit peoples).
- There are Métis people in nearly every province of Canada. Ontario has one of the highest populations of Métis people in the country.
- Louis Riel is considered a hero by many Métis people and was a father of confederation, bringing Manitoba into Canada.
- Métis people played a major role in Canada's Fur Trade. Voyageurs paddled great distances to trade furs and helped to explore the interior of Canada.
- Métis people have connections to both their European and First Nations ancestry. Traditions vary widely depending on background and community connections.
- Métis people are alive and well in Canada today and many still live and practice their culture and traditions.

Community Connections

Community is very important to Métis people. In Ontario there are many historic Métis settlements that are alive and thriving today. It is these communities that make up the Métis Nation where we find the best examples of Métis culture and knowledge.

As a Teacher it is important to utilize the Métis community whenever possible to gain a greater understanding of the culture and history of your particular area. Community members, Senators and Elders are often happy to visit classrooms and share their knowledge with students and the community. Reaching out to the Métis community council in your area is a great way to ensure you are well-informed and aware that what you are teaching is acceptable in your community.

Feedback

To provide feedback and comments regarding this resource, visit us online at www.Metisnation.org. Follow the links to Education and Training to use our web-based survey and submit your ideas. We are happy to gain your insight on how we can best meet the needs of Métis students across Ontario.

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Louis Riel Day commemorates the execution of Métis leader Louis Riel in 1885. On Louise Riel Day, Métis communities across the homeland hold events to celebrate Métis culture and heritage.

GRADE 2

SOCIAL STUDIES

*Ontario Curriculum 2004
Heritage and Citizenship*

- Traditions and Celebrations

LESSON: SOCIAL CELEBRATIONS

Students will learn about the celebrations of the Métis including the dance, music and games that take place during celebration.

The Métis people of Ontario celebrate numerous events and holidays including Louis Riel Day, Aboriginal Day and Powley Day. Combined with community and provincial celebrations or 'Rendezvous', the Métis have many celebrations throughout the year where they showcase traditional and modern dance, music and Métis games.

Important Métis Celebrations

- June 21st – National Aboriginal Day
- September 19th – Powley Day
- November 16th – Louis Riel Day

Teaching Strategies

1. Have students create a brochure or pamphlet to advertise a Métis celebration or event. (*Teacher Notes: What would attract people to the event? What is unique about a Métis celebration?)
2. Celebrate a Métis event in the classroom. Have students decorate, dress and experience a Métis celebration in the classroom, or via a fieldtrip. (*Teacher Notes: Does our community celebrate Métis events? What are the reasons why the Métis are celebrating this event?)
3. Make a calendar. Have students record events/holidays they celebrate with their family. Identify Métis events/holidays to see which ones are shared. (*Teacher Notes: Do cultures celebrate the same/different holidays? Why? Why are these celebrations important to your family? To the Métis people of Ontario?)
4. Show students images/video of Métis Celebrations. Ask students to identify and discuss themes and symbols they find.

Overall Expectations

By the end of Grade 2, students will:

- demonstrate an understanding that Canada is a country of many cultures;
- use a variety of resources and tools to gather, process, and communicate information about similarities and differences among family traditions and celebrations;
- explain how the various cultures of individuals and groups contribute to the local community.

Specific Expectations

Knowledge and Understanding

- explain the significant traditions and celebrations of families from a variety of cultural traditions.

Inquiry/Research and Communication Skills

- use illustrations, key words, and simple sentences (e.g., timeline of major family events, simple family tree) to sort, classify, and record basic information about family history and traditions;
- use appropriate vocabulary (e.g., culture, celebrations, heritage, traditions) to communicate the results of inquiries and observations about family traditions and celebrations.

Application

- identify community celebrations that reflect their own heritage and/or their Canadian identity (e.g., Remembrance Day, Canada Day, Victoria Day, Aboriginal Solidarity Day, Chinese New Year).

Using the Education Kit

Métis Fiddle Quartet CD:

Classroom celebration background music, Jigging (Métis Dance), Learning the sounds of the instruments used at a celebration.

Sash:

Celebration Costume, Métis/Voyageur Games, Jigging

Métis Nation Calendar:

Identify Métis Celebrations/Events in Ontario

Poster Series:

Display during Powley Day/Louis Riel Day/Aboriginal Day



The Métis National Flag featuring the infinity symbol.

GRADE 2

SOCIAL STUDIES

*Ontario Curriculum 2004
Canada and World Connections*

- Features of Communities around the World

LESSON – MÉTIS SYMBOLS

Students will learn to identify important symbols of the Métis in Ontario. Symbols and identifiers both historical and modern are used by Métis in Ontario to connect with their heritage and culture. Many items were used traditionally by Métis communities and Voyageurs during the Fur Trade era and are still in use today. Other symbols and items have taken on a symbolic role and are used mainly in celebrations and re-enactments.

Important symbols of Métis culture in Ontario include the Sash, Fiddle and Infinite Symbol. How symbols are used and the stories behind each can vary by community, but they are all strong identifiers of Métis pride and heritage.

Teaching Strategies

1. Introduce students to images or hands on examples of Métis symbols and identifiers. Have students brainstorm the use/significance of each. (*Teacher Notes: What might this have been used for? Do you think it is used that way today? Is there something similar used in your community?)
2. Discuss the use of flags to identify countries, provinces and cultures. Have students design their own family flags that identify their family. (*Teacher Notes: What flags have you noticed in your community? What are flags used for? Other variations, i.e. crests/coat of arms. Does your family have a flag/crest? What does it mean?)
3. Have students compare symbols and items used in Métis culture to those from other cultures in Canada and around the world. (*Teacher Notes: How are they similar? How are they different and why?)
4. Have students use symbols in creative ways. (i.e. Infinity Tag – Students create a large Infinity symbol in the snow or grass and must stay on it during the game. Similar to Kings Cross tag.) Play games with the Sash (Tug-o-war, Leg Wrestling, etc.).
5. Using images/video/books about the Métis of Ontario have students identify symbols they know about the Métis. Effective during a field trip to a fort or Métis celebration. (*Teacher Notes: How many Métis symbols can you find? What are the symbols/items being used for?)

Overall Expectations

By the end of Grade 2, students will:

- demonstrate an understanding that the world is made up of countries, continents, and regions and that people's lifestyles may differ from country to country;
- explain how the environment affects people's lives and the ways in which their needs are met.

Specific Expectations

Knowledge and Understanding

- describe some similarities and differences in the ways communities around the world meet their needs (e.g., with respect to food, clothing, shelter, recreation);
- identify similarities and differences (e.g., in food, clothing, homes, recreation, land use, transportation, language) between their community and a community in another part of the world.

Inquiry/Research and Communication Skills

- ask questions and use factual texts (e.g., illustrated dictionaries and encyclopedias) to obtain information about communities around the world;
- interpret data and draw simple conclusions (e.g., establish connections between climate and clothing, or among artefacts, games, and celebrations);
- sort and classify information using more than one criterion (e.g., how environment affects the ways needs are met).

Application

- compare how people living in different climates (e.g., near the poles and near the equator) meet their needs for food, shelter, clothing, and recreation.

Using the Education Kit

Flash Cards:

Images of symbols of Ontario Métis, Learning facts of each symbol,
Classroom and hands on display

Sash:

Hands on symbol for discovering practical applications

Ontario Métis Timeline:

Display of symbols and their history



GRADE 3

SOCIAL STUDIES

Ontario Curriculum 2004
Canada and World Connections

- Urban and Rural Communities

LESSON – MÉTIS USE OF THE LAND

The Métis people in Ontario have lived off the land for many generations. Many Métis in Ontario still depend on the land for food, transportation and employment.

From the time of the Fur Trade where furs and pelts were sought after, many Métis have continued to feed their families and make a living off the land around them. Traditional knowledge handed down through the generations has given many Métis the ability to hunt and trap and even build canoes using only what they can find in the forest.

Students can explore this connection many Métis have with the land and how many Métis encourage proper management and stewardship through knowledge passed down from their elders. Living from the land requires a sustainable approach.

Teaching Strategies

1. Students choose an object and try to determine where it came from and the materials used to create it. (*Teacher Note: How many people do you think helped create this? Where did the pieces come from? What do you think is needed? – i.e. factories, mines, offices?)
2. Have students write a journal entry of a day in the life of a Métis person living in a rural area and a Métis person living in an urban area. Students can identify the different opportunities available to each.
3. Introduce students to Métis community members whose jobs involve working in a rural area. (i.e. Trapper, Canoe Builder, Farmer, Taxidermist, etc.) Have students act as reporters and create questions for the visitor. Students can report back and interview another student about their thoughts.
4. Discuss the importance of the land, water and resources around the community and what the consequences might be of not taking care of it. Have students create a personal plan of how they can play a positive role in taking care of the Earth in their own home.

Overall Expectations

By the end of Grade 3, students will:

- identify and compare distinguishing features of urban and rural communities;
- use a variety of resources and tools to gather, process, and communicate geographic information about urban and rural communities;
- explain how communities interact with each other and the environment to meet human needs.

Specific Expectations

Knowledge and Understanding

- compare land use (e.g., housing, recreation, stores, industry) and access to natural resources (e.g., water, trees) in urban and rural communities.

Inquiry/Research and Communication Skills

- ask questions to gain information about urban and rural communities (e.g., How do changes in the environment affect life in a community? Why is mining the major industry in Sudbury? How does population growth affect life in an urban or rural setting?);
- use media works, oral presentations, written notes and descriptions, drawings, tables, charts, maps, and graphs to communicate information about urban and rural communities (e.g., comparisons of various community features).

Application

- describe ways in which they and their families use the natural environment (e.g., playing in the park, growing food, drawing on nature for water and energy);
- compare the characteristics of their community to those of a different community (e.g., with respect to population density, services, recreation, modes of travel to isolated northern and First Nation communities);
- describe ways in which people interact with other communities (e.g., urban dwellers may travel to rural areas for recreational purposes; rural dwellers may make use of urban services such as hospitals).

Using the Education Kit

Our Knowledge Canoe (Book): Example of living off the land, Marcel as a visitor

Ontario Métis Timeline: Identify historical periods where Voyageurs lived off the land, Historical periods where water was used for transportation



Louis Riel, leader of Métis resistances in Manitoba in 1870 and Saskatchewan in 1885.

GRADE 5

LANGUAGES

*Ontario Curriculum 2006
Reading & Writing*

LESSON – MÉTIS HEROES

There are many heroes in the Métis community. Some have helped to form the Métis Nation while others have played important roles in their own communities or even in the arts. National heroes, provincial heroes and local heroes all serve to inspire other members of the Métis communities and most importantly the young people who will continue the work of their mentors.

Some important Métis heroes include;

- Louis Riel
- Gabriel Dumont
- Steve Powley
- Jean Teillet

Teaching Strategies

1. Have students research and create a biography of a Métis hero. Students can use a timeline or other graphic to present the biography to the class, i.e. role play, superhero comic book.
2. Students will examine what makes someone a hero. Using a mentor or hero from their own life they will describe why that person is a hero to them. Students can also examine heroic qualities they find in themselves. (*Teacher Note: What qualities do you not find in a hero? What might make a Métis a hero in their community now and in the past?)

Overall Expectations

By the end of Grade 5, students will:

READING

- read and demonstrate an understanding of a variety of literary, graphic, and informational texts, using a range of strategies to construct meaning.

WRITING

- generate, gather, and organize ideas and information to write for an intended purpose and audience;
- draft and revise their writing, using a variety of informational, literary, and graphic forms and stylistic elements appropriate for the purpose and audience.

Specific Expectations

Reading for Meaning

- 1.9 identify the point of view presented in texts, ask questions to identify missing or possible alternative points of view, and suggest some possible alternative perspectives. (e.g., ask why the perspective of certain characters in a story is not presented and include some missing voices in a dramatization of a text; with a partner, role-play an interview with a person who represents one of the missing voices)

Using Knowledge of Form and Style in Writing

- 2.1 write longer and more complex texts using a variety of forms (e.g., a biographical sketch, based on research; a report, including research notes, describing the effect of the natural environment on an early civilization; an outline of the procedure for becoming a Canadian citizen; an explanation of how a human organ system functions, using pictures, captions, and notes; a review of or commentary on a book, movie, or video game; a myth using themes identified in reading; a pamphlet on a socially relevant topic they have studied this year);
- 2.5 identify their point of view and other possible points of view, and determine, when appropriate, if their own view is balanced and supported by evidence.

Using the Education Kit

Poster Series:

Images of Ontario Métis Heroes

Ontario Métis Timeline:

Identify Métis figures who have influenced history

Literacy Handbook:

Useful in working on language projects at home and school with Métis students.



GRADE 5

SOCIAL STUDIES

Ontario Curriculum 2004
Heritage and Citizenship

- Early Civilizations

LESSON – MAPPING THE FUR TRADE

The Fur Trade played an important role in the shaping of Canada. Métis Voyageurs traveled waterways across Canada and helped to create the first Métis communities in Ontario and the western provinces. Ontario has a rich Fur Trade history and is home to many important Forts and Fur Trade posts.

Students will learn about the waterways and communities of the Fur Trade and how they have evolved into many of the large cities we have in Ontario today. Many Métis communities have also evolved from some of these original Fur Trade sites.

Teaching Strategies

1. Have students create a map of Ontario Forts and Fur Trade Posts. Using a modern map identify the towns and cities that are located on these same sites. Choose one city and see if you can trace its connections to the original Fort or Post.
2. Students will take on the role of a Voyageur about to embark on a Fur Trade expedition. What items will they need to survive the long trip? What will they need to be prepared for? Have students create a packing list as well as a trip plan.
3. Using maps of Ontario have students identify the different physical features of the land traveled by the Voyageurs. (*Teacher Note: Why did Voyageurs choose the routes they did? Were Forts and Fur Trade Posts placed in specific locations for a reason? What were some of the challenges posed by the geography of Ontario?)

Overall Expectations

By the end of Grade 5, students will:

- identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment; identify and compare the ways in which people in various early civilizations met their physical and social needs, including how they interacted with and used the natural environment.

Specific Expectations

Knowledge and Understanding

- describe the physical features and climate of two or more regions where early civilizations developed (e.g., the flood plains of the Tigris and Euphrates Rivers, the Nile River Valley, the inland delta of the upper Niger River, the mountainous islands of Greece, the fertile plains of China, the rain forest of the Amazon, the deserts of the United States).

Inquiry/Research and Communication Skills

- compare maps of early civilizations with modern maps of the same area;
- use knowledge of map-making techniques and conventions to map sites of early civilizations (e.g., grids and direction symbols to show locations; colour and shading to show elevations/physical features).

Application

- make connections between some elements of modern life and similar elements from early civilizations (e.g., the Olympic ideal, democracy, money as a medium of exchange, citizenship, philosophy, mythology, trade, social structures, legal systems, theatre, architecture).

Using the Education Kit

Métis Ontario Timeline:	Identify Forts/Posts of the Fur Trade
Student Activity Booklet:	Voyageur Facts



GRADE 6

THE ARTS

Ontario Curriculum 2004
Visual Arts

LESSON – BEADING

Métis people in Ontario have a rich history in the Arts. Beading and other forms of artwork have been passed down through each generation and continue to be produced today in traditional and contemporary forms. Beading is most often used to decorate clothing, footwear and accessories including vests and bags. Skilled artisans are able to create intricate designs of flowers and animals in very little time.

Teaching Strategies

1. Students can create their own Beadwork. Have a community artisan visit the class to show students the correct methods to beading and use of a needle. Students can replicate Beadwork from a photograph or create their own designs.
2. Have students create Beadwork art on paper using dots. (*Teacher Note: This is a great way to avoid hazards of needles and to have students practice prior to actually beading on material)

Overall Expectations

By the end of Grade 6, students will:

- D1. Creating and Presenting: apply the creative process (see pages 19–22) to produce art works in a variety of traditional two- and three-dimensional forms, as well as multimedia art works, that communicate feelings, ideas, and understandings, using elements, principles, and techniques of visual arts as well as current media technologies.

Specific Expectations

D1 Creating and Presenting

- D1.1 create two-dimensional, three-dimensional, and multimedia art works that explore feelings, ideas, and issues from a variety of points of view. (e.g., art work inspired by the motifs in other art forms [dance, music] or by hopes and dreams; a mixed-media piece or one-minute video “short” about adaptation and survival; a still-life painting that offers a social commentary on fast-food packaging)

D3 Exploring Forms and Cultural Context

- D3.1 identify and describe some of the ways in which art forms and styles reflect the beliefs and traditions of a variety of communities, times, and places. (e.g., art can represent ways in which people view their personal identity; contemporary Aboriginal artists use their artistic traditions to comment on identity, society, and the world; art can be a record of human experience; differences in style among different artists can be associated with a specific reason, intent, or motivation)

Using the Education Kit

Flash Cards:

Examples of Beadwork

Student Activity Booklet:

Colouring Pages for Dot Beadwork



The Métis are proud of their heritage and culture.

GRADE 7

HISTORY

*Ontario Curriculum 2004
New France*

LESSON – COMPARING CULTURES

During the settlement of Canada many new European colonies were established. These colonies traded with First Nations communities while the Fur Trade boomed and slowly the first Métis communities took shape. Métis communities exist across Ontario and the western provinces of Canada today and are a collage of cultural elements from both their European and First Nation roots.

Métis Voyageurs and communities lived and worked closely with First Nation and European peoples. Cultural differences affected many parts of everyday life including politics and trade. Finding common ground was important in deciding conflicts and cooperation and to thriving in the New World.

Teaching Strategies

1. Have students create a Venn diagram to identify the similarities and differences between the Métis, First Nation and European cultures in New France. (*Teacher Note: What identifies a person with a culture besides clothing? Self-Identity?)
2. Students can identify symbols and objects that are unique to each of the cultures of New France. (i.e. flags, tools, clothing, musical instruments, etc.) (*Teacher Note: This activity is enhanced with hands-on use of tools and clothing. Visiting a museum or historical park is encouraged)
3. Role-play a person from each of the Métis, First Nation and European cultures. Have students research the things that were important to each community. (i.e. trade, family, land etc.) Present New France through the eyes of a person from that culture. (*Teacher Note: Why might this person feel that way? What was happening in their community at the time? What things did that community value? How would you feel in the same situation? What was happening that was good? What was hurting the community?)

Overall Expectations

By the end of Grade 7, students will:

- outline the reasons why settlers came to New France; identify the social, political, religious, and economic factors that shaped the colony; and describe how settlers and fur traders interacted with the First Nation peoples;
- identify and explain similarities and differences in the goals and interests of various groups in New France, including French settlers, First Nation peoples, and both French and English fur traders.

Specific Expectations

Knowledge and Understanding

- explain why people came to live in New France (e.g., for land, for military reasons, for the fur trade, for religious reasons) and describe the impact of European immigration on First Nation settlements;
- identify and explain examples of conflict and cooperation between the French and First Nation peoples (e.g., with respect to the fur trade, religion and culture, military alliances/conflicts), and between the French and English fur traders (e.g., competition between the North West Company and the Hudson's Bay Company).

Inquiry/Research and Communication Skills

- analyse, synthesize, and evaluate historical information from different points of view (e.g., First Nation peoples' ideas about spirituality and Jesuit ideas about religion);
- analyse and describe conflicting points of view about a historical event (e.g., the expulsion of the Acadians), giving examples of fact and opinion.

Application

- compare and contrast past and present attitudes to the fur industry (e.g., ideas about trapping, fashion);
- compare the attractions and drawbacks for French Canadians in choosing life on a farm versus life in the church or in the woods (e.g., as an habitant, a Jesuit priest, an Ursuline nun, a coureur de bois, a fille du roi).

Using the Education Kit

Ontario Métis Timeline:	Historical Events and Outcomes
Sash:	Symbol of Métis culture, Hands-on
Flashcards:	Identify Métis cultural symbols and artefacts



2012 marked the bicentennial of the War of 1812. As part of commemorations, the Government of Canada presented the Métis and other Aboriginal peoples with banners and medals recognizing their contribution to the defense of Canada. These medals and banners were presented by Prime Minister Stephen Harper and Governor-General David Johnston. In this picture Métis Nation of Ontario (MNO) President Gary Lipinski and MNO Veterans Council President Joseph Paquette accept the medal and banner.

GRADE 7

HISTORY

*Ontario Curriculum 2004
British North America*

LESSON – MÉTIS INVOLVEMENT IN THE WAR OF 1812

The War of 1812 played a pivotal role in shaping Canada and establishing its borders and territories, especially in Ontario. The British, First Nations and Métis all helped to defend Canada and gave their lives to protect their communities.

Ontario Métis participated in many important battles during the War of 1812 including Drummond Island and in the Niagara region. Métis Voyageurs were often responsible for quickly transporting equipment through little known Fur Trade routes and across the Great Lakes. Contributions from many courageous people, including Métis Voyageurs and commanders helped to fend off the Americans and pave the way for Canada.

Teaching Strategies

1. Students will create a map of Ontario and identify the key battles and forts during the War of 1812. Determine what battles the Métis were involved in. (*Teachers Note: Why are these areas important? How did each battle affect the outcome of the war?)
2. Have students examine a Métis commander and an American commander. Using Role-Play or a diary entry, students will present the character and their contributions to the War of 1812. (*Teachers Note: What did this person do to affect the outcome of the war? If they had acted differently might the outcome have changed? What were the persons motivations for becoming involved in the war?)
3. Students will investigate how the War of 1812 affected their own community. Using primary and secondary sources they will determine the impacts of the War of 1812 on the local area. (*Teachers Note: How would your community/Canada be different if the War had a different outcome? How has your community commemorated the War of 1812? What has Canada done to commemorate the War of 1812?)

Overall Expectations

By the end of Grade 7, students will:

- explain the origins of English settlement in British North America after the fall of New France, describe the migration and settlement experiences of the various groups of settlers, and outline the causes, events, and results of the War of 1812.

Specific Expectations

Knowledge and Understanding

- describe the impact of the War of 1812 on the development of Canada (e.g., defence related construction, as in Fort Henry and the Rideau Canal; the movement of the capital to Bytown [Ottawa]; the emergence of national pride; the building of roads such as Kingston Road and Yonge Street; the shipping industry in the Maritimes).

Inquiry/Research and Communication Skills

- formulate questions to facilitate research on specific topics (e.g., Why were the Iroquois peoples allied with the British Crown? How were Indian reserves created in English Canada and French Canada and what were their impacts on First Nation peoples?);
- analyse, synthesize, and evaluate historical information (e.g., debate the question: Who won the War of 1812?).

Application

- illustrate the historical development of their local community (e.g., its origins, key personalities, and the contributions of various cultural groups), using a variety of formats (e.g., a heritage display, posters, a drama skit or role play, a brochure, a Web page).

Using the Education Kit

Ontario Métis Timeline: Historical Events and Outcomes



Shooting the Rapids; a famous painting of Métis Voyageurs created by Frances Hopkins.

GRADE 8

HISTORY

*Ontario Curriculum 2004
Confederation*

LESSON – A DAY IN THE LIFE OF A MÉTIS VOYAGEUR

Métis people in Ontario played a key role in the development of Canada through the Fur Trade. Métis Voyageurs helped expand European influence deep into the interior of Canada by traveling the waterways and connecting with First Nation communities across the country.

Through exploration and trade, the Métis Voyageurs helped to form the political and social circumstances that were necessary across Canada to begin Confederation. Prominent figures like Louis Riel stood up for the Métis voice and played an important part in bringing other provinces into Confederation. Over time, Métis communities have changed and grown but are still a large part of the Canadian mosaic, especially in Ontario.

Teaching Strategies

1. Have students research the Fur Trade and make a list of the things that changed across Canada as a result. Use this information to analyze aspects of the modern community and how they helped to influence these elements. (*Teacher Note: What impact did the Fur Trade have on the economy? Political structure? Travel? Living? Family Life? What lasting effects of the Fur Trade do we see today? Can we draw comparisons to the Fur Trade and modern resource harvesting?)
2. Students will research a prominent Métis figure from the Fur Trade. Write a journal detailing a summer as a Voyageur. (*Teacher Note: What would your life be like? What would you look forward to? What challenges would you face?)
3. Choose an important Fort/Post/Community from the Fur Trade. Use creative writing, art or storytelling to show what life was like then and now at this site. (i.e. Fort William in Thunder Bay) (*Teacher Note: What would I see then and now? What would the community be focused on then and what is its focus now?)
4. Students take on the role of a Métis Voyageur. Have them write a goodbye letter to their families before they embark on a 3-year contract. Have students create a packing list of everything they would need while they are away.
5. Bring an expert on the Fur Trade and the Voyageurs into the classroom to bring to life the Métis Voyageur.

Overall Expectations

By the end of Grade 8, students will:

- describe the internal and external political factors, key personalities, significant events, and geographical realities that led to the creation of the Dominion of Canada in 1867, and to the growth of Canada as other provinces and territories joined Confederation;
- compare Canada as it was in 1867 to the Canada of today, including political, social, and other issues facing the country in both periods.

Specific Expectations

Knowledge and Understanding

- identify key social, political, economic, and physical characteristics of the British North American colonies between 1850 and 1860 (e.g., British, French, First Nation, and Black communities);
- identify the roles of key individuals (e.g., Sir George-Étienne Cartier, Sir John A. Macdonald), the main events leading to the signing of the British North America Act (e.g., the Charlottetown, Quebec, and London Conferences; coalition government in the Canadas), and the reasons for the exclusion of certain groups from the political process (e.g., First Nation peoples, women, the Chinese and Japanese).

Inquiry/Research and Communication Skills

- formulate questions to guide research on issues and problems (e.g., Why did Nova Scotia join Confederation in 1867 while Prince Edward Island did not? What qualities made Louis Riel a good leader?);
- describe and analyse conflicting points of view about a historical issue or personality (e.g., British versus Canadian points of view about trade and defence; Queen Victoria, Sir John A. Macdonald, Joseph Howe, Louis Riel).

Application

- illustrate the growth of Canada, using outline maps or other tools, identifying the physical regions of Canada, the colonies that joined Confederation, and their boundaries and dates of entry (e.g., 1867 – Ontario, Quebec, New Brunswick, Nova Scotia; 1870 – Manitoba, as a province, and Northwest Territories, as a territory; 1871 – British Columbia; 1873 – Prince Edward Island; 1898 – Yukon, as a territory; 1905 – Alberta, Saskatchewan; 1949 – Newfoundland; 1999 – Nunavut, as a territory);
- use sections 91 and 92 of the British North America Act to outline how and why responsibilities are divided between the federal and provincial governments and relate these divisions to some present day disagreements between the two levels of government (e.g., federal responsibilities for First Nation peoples, health care, the environment, trade, telecommunications).

Using the Education Kit

Ontario Métis Timeline:	Historical Events and Figures
Sash:	Tools of the Métis Voyageur
Flashcards:	Identify Métis cultural symbols and artefacts
Poster Series:	Historical Figures



Métis veterans participating in the dedication of a Memorial to Métis veterans at Juno Beach in France.

GRADE 10

CANADIAN AND WORLD STUDIES

Ontario Curriculum 2005

Canadian History since World War I (Academic)

- Communities: Local, National, and Global

LESSON – CONTRIBUTIONS TO CANADA

Métis people have made many contributions to Canadian society since the Fur Trade. The Métis are a unique culture with many similarities and differences to other Aboriginal populations in Canada. In addition to many inventions and cultural contributions, Métis people have a long history of serving Canada during wartime.

The Métis have a strong French connection within Canada and have struggled with self-identity in many areas. The history of the Métis in Canada is filled with French connections from speaking Michif to some traditional foods.

Teaching Strategies

1. Students will research the contributions the Métis have made to Canadian society (inventions and cultural contributions). Examine the impact these contributions have made in Canada.
2. Have students choose a war that Canada was involved in. Through research, identify the contributions the Métis made in that particular battle. (*Teacher Note: Why do Métis and other Aboriginal people in Canada volunteer? Why are Métis and Aboriginal soldiers historically placed in the same unit? How have the Canadian Armed Forces changed in their approach to Métis, First Nation and Inuit soldiers?)
3. Examine the French connections within Métis culture. Analyze how the French connection has evolved over time to what it is today. (Michif, Traditions, Music, Art, etc.). (*Teacher Note: What has changed in Métis culture? What is the same?)

Overall Expectations

By the end of Grade 10, students will:

- explain how local, national, and global influences have helped shape Canadian identity;
- analyse the development of French-English relations in Canada, with reference to key individuals, issues, and events.

Specific Expectations

Forging a Canadian Identity

- identify contributions to Canada's multicultural society by regional, linguistic, ethnocultural, and religious communities. (e.g. Aboriginal peoples, Franco-Ontarians, Métis, Black Canadians, Doukhobors, Mennonites, local immigrant communities)

French/English Relations

- identify the major groups of French Canadians outside Quebec (e.g., Franco-Ontarians, Franco-Manitobans, Acadians) and describe their struggle for recognition.

Canada's Participation in War, Peace and Security

- describe Canada's and Canadians' contributions to the war effort overseas during World War I and World War II. (e.g., Ypres, Vimy Ridge, Passchendaele, Hong Kong, Battle of the Atlantic, Dieppe, Sicily, D-Day; contributions of individuals, such as Billy Bishop, Georges Vanier, Tommy Prince; contributions of groups, such as Aboriginal peoples; convoys; liberation of prisoners from Nazi concentration/death camps)

Using the Education Kit

Ontario Métis Timeline:

Identify battles, contributions to Canadian Society

Flash Cards:

Identify French components of Métis culture/contributions

Poster Series:

Display prominent figures and elements that contribute to Canadian culture



Steve Powley (sitting centre) with Métis lawyer (and descendant of Louis Riel) Jean Teillet, at the Supreme Court during the historic *R. v Powley* case.

GRADE 11

CANADIAN AND WORLD STUDIES

Ontario Curriculum 2005
Understanding Canadian Law

- University/College Preparation (Rights & Freedoms)

LESSON – MÉTIS RIGHTS

Métis people have struggled for individual and community rights alongside many First Nation and Inuit communities. In Ontario, Métis people have worked to achieve harvesting and hunting rights culminating in the 2003 Supreme Court Powley Case.

Ontario has been the grounds for many continuing land claims and land based issues. When treaties were created by the Canadian government Métis people were largely excluded from these documents and have been working to achieve recognition ever since. Land claims have become a common issue for many resource-based companies working with Aboriginal communities across Ontario.

Teaching Strategies

1. Have students examine a Métis legal case (i.e. Powley, land claim, etc.). Students will critically analyze the case and make arguments for the enjoyment of equal human rights. (*Teacher Note: Why was this case important? What has the Métis community gained? Do you believe the outcome of the case was fair?)
2. Have students identify several issues in current media relating to Métis and Aboriginal rights issues. Choose one and have students research and present opposing sides to the case in a mock court session.
3. Students will identify current land claim dispute or consultation. Examine who is involved and in class try to determine the reasons for the dispute/consultation. Discuss what the outcome should be.

Overall Expectations

By the end of this course, students will:

- describe historical and contemporary barriers to the equal enjoyment of human rights in Canada;
- describe the rights and freedoms enshrined in Canadian law and explain how they are interpreted, how they may be limited, and how they are enforced in Canada and in Ontario.

Specific Expectations

Barriers to Human Rights

- describe historical and contemporary situations in which rights in Canada have been denied. (e.g., rights of Japanese during World War II, First Nation rights to land and veterans' benefits, women's rights, rights of physically or mentally challenged persons);
- evaluate the contribution of individual citizens and organizations in developing and increasing awareness of human rights issues. (e.g., Emily Murphy and the Famous Five, John Diefenbaker, Pierre Elliott Trudeau, the Assembly of First Nations, Mothers Against Drunk Driving, the Civil Liberties Association, the Women's Legal Education and Action Fund, the Association in Defence of the Wrongly Convicted)

Human Rights Legislation in Canada and in Ontario

- explain how human rights legislation and the courts attempt to balance minority and majority rights (e.g., in the sentencing of Aboriginal people).

Using the Education Kit

Ontario Métis Timeline:

Identify rights issues, historical events

Poster Series:

Display figures and events relating to Métis Rights



GRADE 12

CANADIAN AND WORLD STUDIES

Ontario Curriculum 2005

Analyzing Current Economic Issues

- University/College Preparation (Economic Decision Making)

LESSON – THE ECONOMIC IMPACT OF THE FUR TRADE

The Fur Trade had a major impact on the early economy of Canada. Furs were a major export to Europe and in huge demand for clothing and blankets. The Fur Trade also opened up Canada to colonization, trade and commerce driving the economy of most of North America.

The harvesting of beavers and other animals for their pelts caused a significant decline in the number of furs leading Voyageurs to travel further west and north to trade. Where there were once many Fur Trade companies, the largest (Hudson's Bay Company, North West Company) overtook the industry and eventually had to turn to other means of investment once the Fur Trade collapsed entirely. Hudson's Bay continues to be one of the oldest companies still operating in Canada today.

Teaching Strategies

1. Have students do a case study of the Fur Trade. (*Teacher Note: What were the driving factors of the Fur Trade? What caused it to collapse? How did companies adapt? Did the unsustainable use of resources contribute to the collapse? Would the Fur Trade have lasted longer if companies had made better long-term decisions?)
2. Use the Hudson's Bay Company as a case study. (*Teacher Note: How has the HBC stayed in business so long? What challenges does the HBC face in the current economy? Do older Canadian companies have an advantage in today's marketplace?)
3. Examine the Fur Trade to determine how many other industries at the time would have directly relied on or benefitted from the Fur Trade. Analyze the results to determine what industries today exist because of the Fur Trade.

Overall Expectations

By the end of this course, students will:

- explain the nature of Canada's economic growth and determine whether and/or how this growth furthers the economic goal of efficiency.

Specific Expectations

Economic Growth and Efficiency

- compare the performance of the Canadian economy at different times, including the present, with the performance of other economies;
- explain the benefits and the costs of economic growth and of the efficient use of economic resources.

Economic Freedom and Equity

- evaluate how economic trends (e.g., deficits, debt, globalization) have influenced decisions made by markets in the public and private sectors. (e.g., restructuring, down-sizing, privatization, deregulation)

Using the Education Kit

Ontario Métis Timeline: Identify Fur Trade events



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