

Aboriginal Lesson Planning

Teacher Name/School: Ingrid MacColl, Charlebois Community School

Grade Level: Nine

Subject: Metis Cultural Development

Topic: To examine the local, indigenous, and global interactions and interdependence of individuals, societies, cultures and nations.

Common Essential Learnings:

Communication Independent Learning Technological Literacy

Personal and Social Values Creative and Critical Thinking

Numerical Literacy Environmental Learning

Outcomes:

1. Determine the influence of societies of the past on contemporary life in Canada.

Indicators:

1. Identify ideas images, and symbols in contemporary life that have their roots in societies of the past.
2. Analyze the impact of knowledge acquired from historical events on the future of contemporary societies.
3. Construct an inventory of references to traditional oral narratives found in current popular media and determine the relevance of traditional narratives to contemporary society.

Links to the culture:

1. Metis flag
2. Metis adaptability (language and culture)
3. Elders stories

Materials:

1. Riel's People: Maria Campbell
2. Expressing Our Heritage- Metis Artistic Design: Gabriel Dumont Institute
3. Canada's People - The Metis : Phyllis Cardinal/Dale Ripley

Resources/Web site Links:

mn-s.ca

otc.ca

inac.gc.ca

Metis and First Nation Elders past interviews

Methods/Instructional Strategies

Engaging:

- Poll - Who is Treaty? Who is Metis? Other?
- Last names on board where does their last name originate from?
- Participating in cultural week: Puchin making, canoeing, beadwork, etc

Exploring:

- Interviews of elders about being Metis or knowledge of the Metis
- Fur trade - barge, freighters canoes, york boat, steamboat "The Northcote", employment creation

- Buffalo hunt - business suppliers
- Treaties 5 (The Pas) and 6 (PAGC), both signed in that region
- River lots
- Scrip
- Rebellion
- Metis Nation of Canada

Closure:

The Metis people remained highly independent cultural group. They continue to grow and adapt as they build their National identity.

Student Learning Assessment(s):

- Interview questions
- Summary of learnings/insights from interviews
- Participation in cultural events
- Purpose of scrip
- Reason for rebellion
- Impact on Cumberland House

