

Bringing Métis Children's Literature to Life

Teacher Guidebook for GDI Publications

Compiled by Wilfred Burton



GABRIEL DUMONT INSTITUTE
of Native Studies and Applied Research

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Publisher's Introduction

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

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

GDI Publishing is proud to have produced over 130 educational resources which preserve and promote Métis history and culture while supporting the work of Métis Elders, authors, historians, poets, performing artists, visual artists, cultural experts, and educators. These print, audio-visual, and multi-media resources contribute to the ongoing legacy of our rich heritage, vibrant traditions, and contemporary cultural expressions.

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

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

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

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Canada 



1. Introduction:

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

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

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



Guidebook Structure:

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

Book Cluster # 1:

- *Fiddle Dancer*
- *Dancing In My Bones*
- *Call of the Fiddle*

Support:

- *The Flower Beadwork People*

Project:

- Who Are The Métis? RAN
- Readers' Theatre

Book Cluster # 2:

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

Support

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

Project: Medicine Mini Inquiry

Book Cluster # 3:

- *The Story of the Rabbit Dance*
- *Peter Fidler and the Métis*
- *The Flower Beadwork People*
- *Métis Alphabet Book*

Support

- Métis Alphabet cards

Project: Then and Now

Book Cluster # 4:

- *Sasquatch Exterminator*
- *The Beaver's Big House*
- *Roogaroo Mickey*

Support

- *Stories Of Our People*

Project: Make a Movie

Dance Cluster:

- Métis Dance

Support Resources:

- *The Bulrush Helps The Pond*
- *Medicines To Help Us*
- *Stories of Our People*
- Dance Unit



Structure of the Lessons:

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

Reading and Inquiry Focus:

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

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

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

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

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



2. Book Cluster #1: Who are the Métis?

2.1 Fiddle Dancer

Authors: Anne Patton and Wilfred Burton

Illustrator: Sherry Farrell Racette

Translator: Norman Fleury

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

Themes in book:

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

Possible Curriculum connections:

Language Arts

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

Arts Education

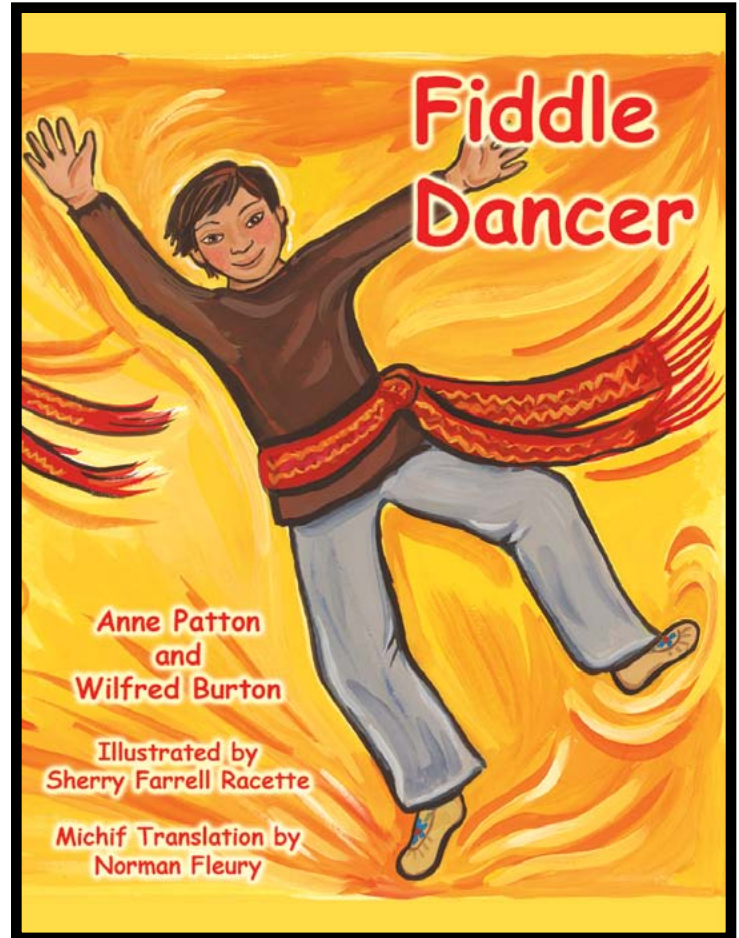
- Elements of dance
- Arts expressions
- Cultural traditions in music

Social Studies

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

Math

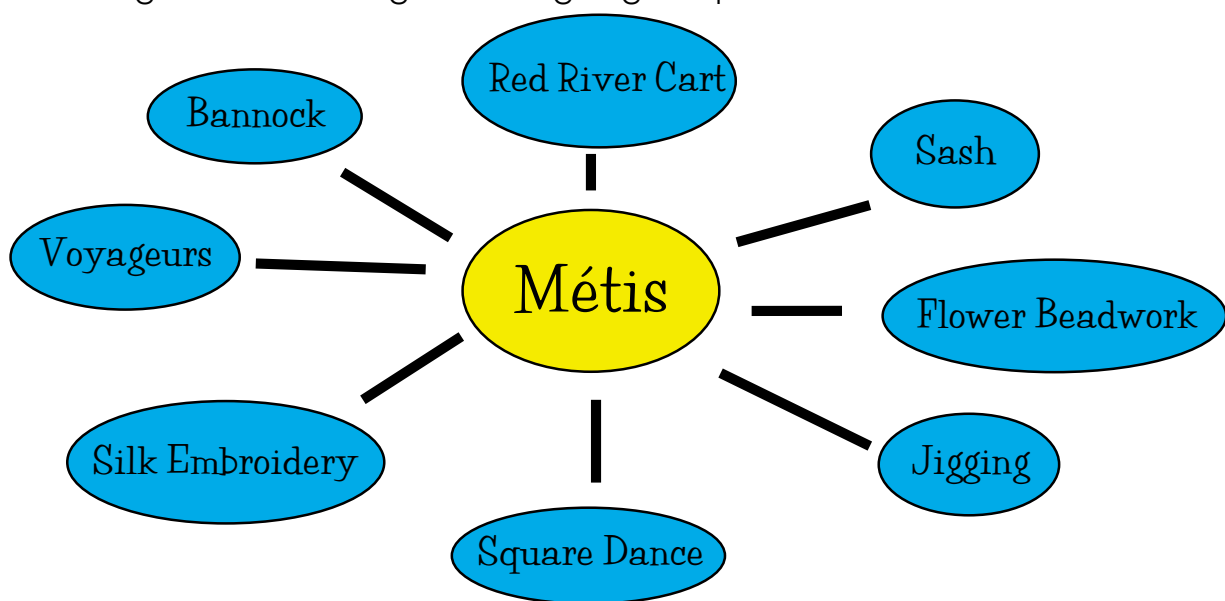
- Patterning
- Passing of time



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

During Reading: Mind Maps/Webs Lesson

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



After Reading: First Nations OR Métis Lesson?

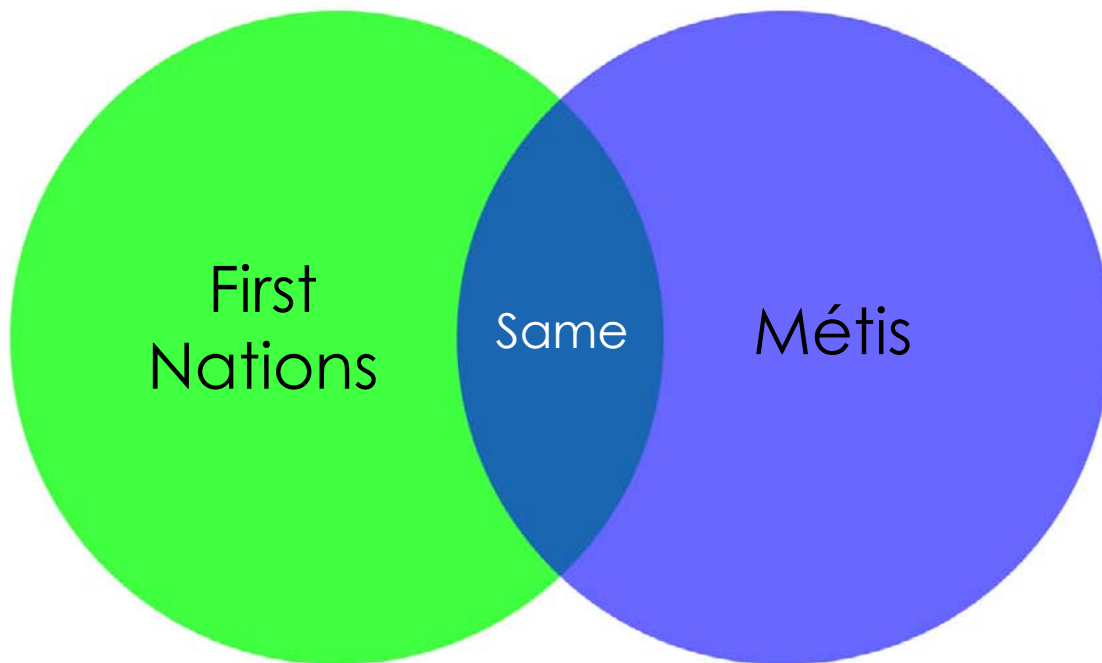
This concept lesson will showcase the *similarities and differences* between the two groups. After reading, bring out a bag of items (or cards with photo pictures) depicting First Nations and Métis culture. Sample photos can be photocopied from [page 69-73](#).

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



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

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



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



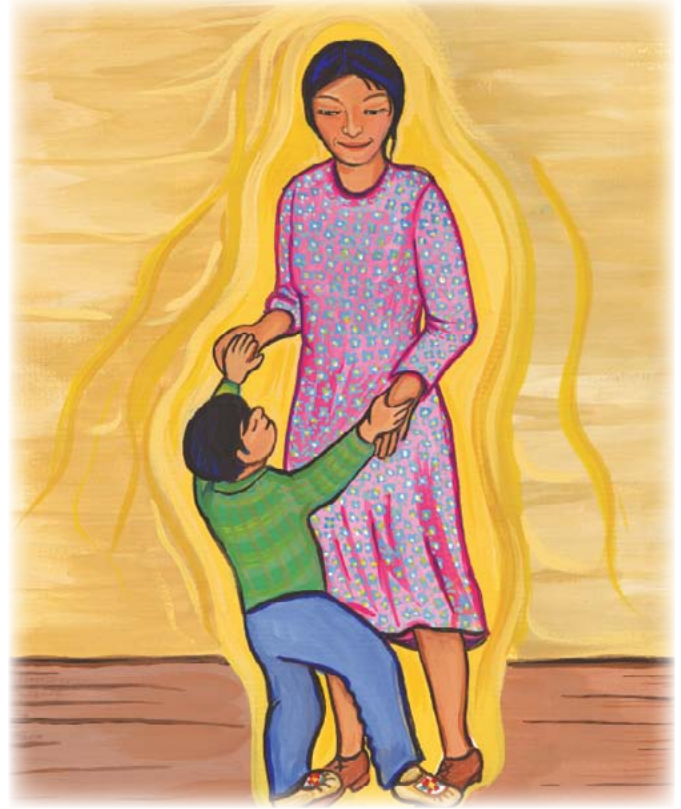
Additional Post-reading Activities/Lessons for Fiddle Dancer:

Birth to Elder Lesson:

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

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

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



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



2.2 Dancing in my Bones

Authors: Wilfred Burton & Anne Patton

Illustrator: Sherry Farrell Racette

Translator: Norman Fleury

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

Themes in this book:

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

Possible Curriculum connections:

Language Arts

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

Science

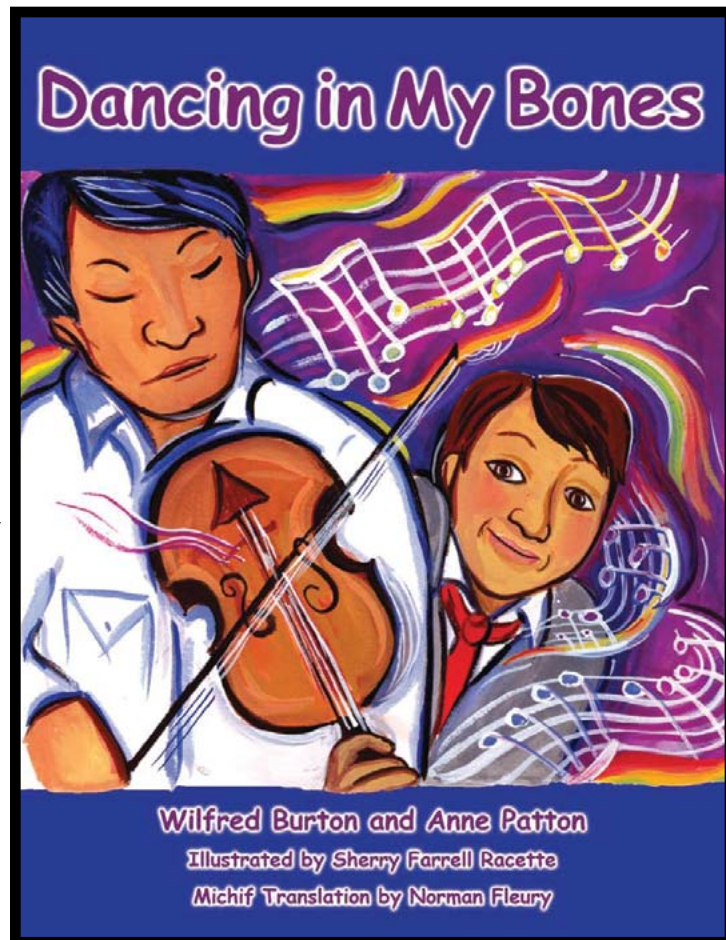
- Temperatures
- Interdependence of human and animal

Social Studies

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

Health/Physical Education

- Nutrition: eating healthy food



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



Procedural Writing Lesson:

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

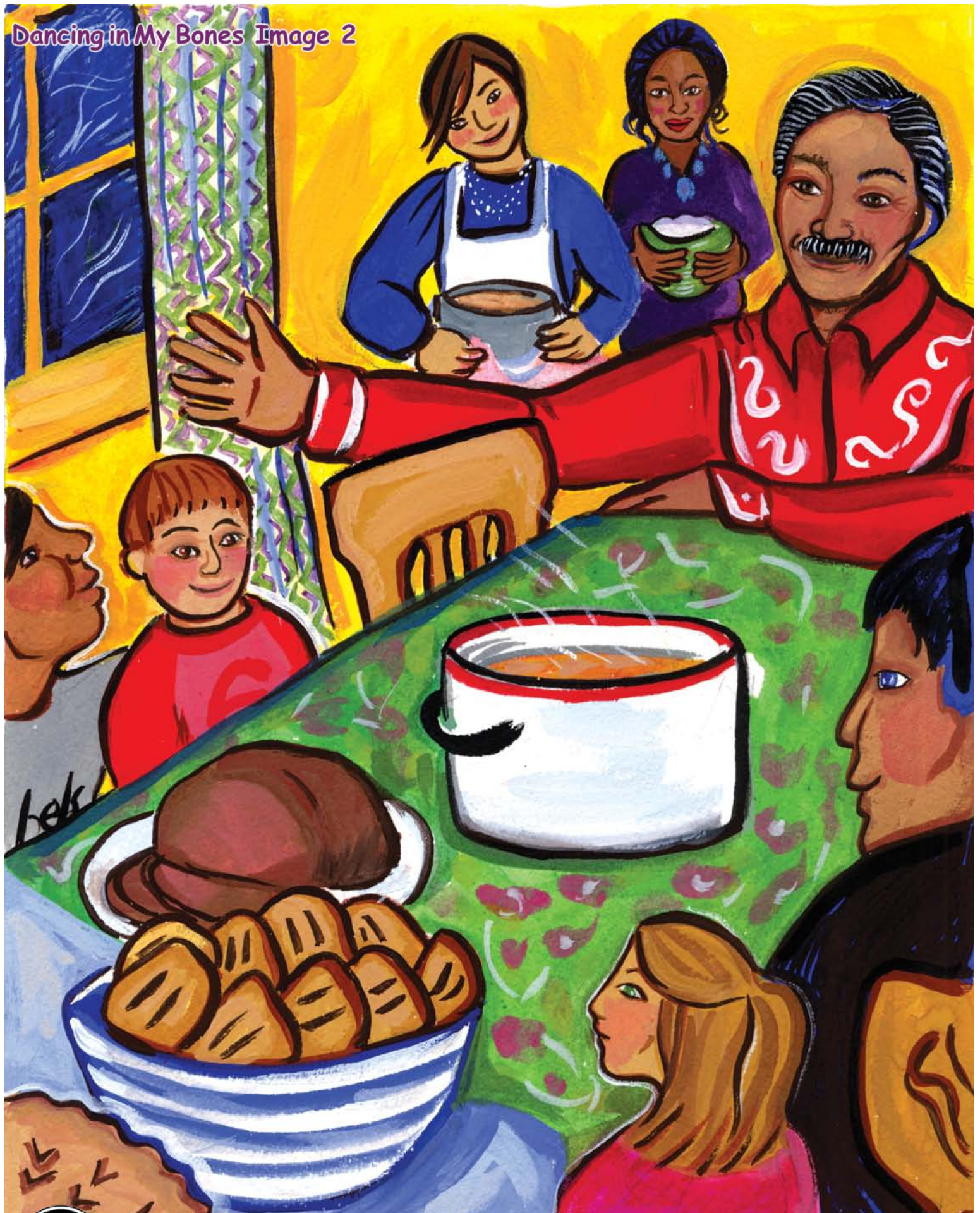
Suggested Connections:

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

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













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

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

Graphic Organizer for Recount Writing					
1. Setting or Introduction:					
<u>Who</u>	<u>Where</u>	<u>When</u>	<u>What</u>	<u>Why</u>	<u>How</u>
2. Events: List important events in order.					
<u>Event #1</u>		<u>Event #2</u>		<u>Event #3</u>	
3. Concluding Statement: State an evaluative comment or significance of the event.					

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

Balanced Diet Lesson:

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

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

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

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

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

Jigging Lesson:

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



2.3 Call of the Fiddle

Authors: Wilfred Burton & Anne Patton

Illustrator: Sherry Farrell Racette

Translator: Norman Fleury

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

Themes in this book:

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

Possible Curriculum connections:

Language Arts

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

Math

- Currency
- Skip counting

Science

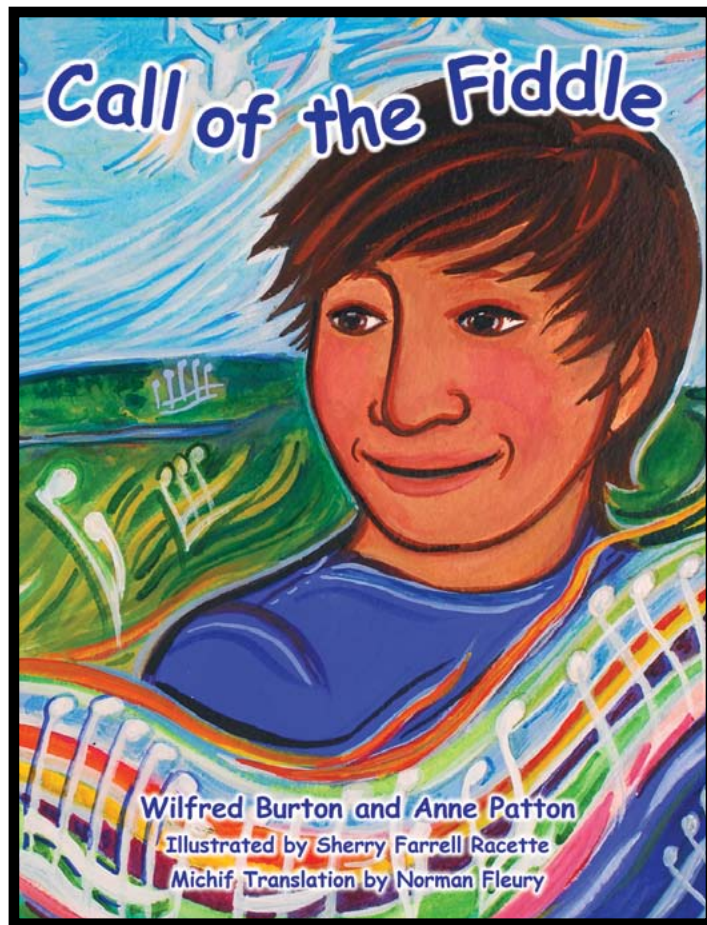
- Constellations

Arts Education

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

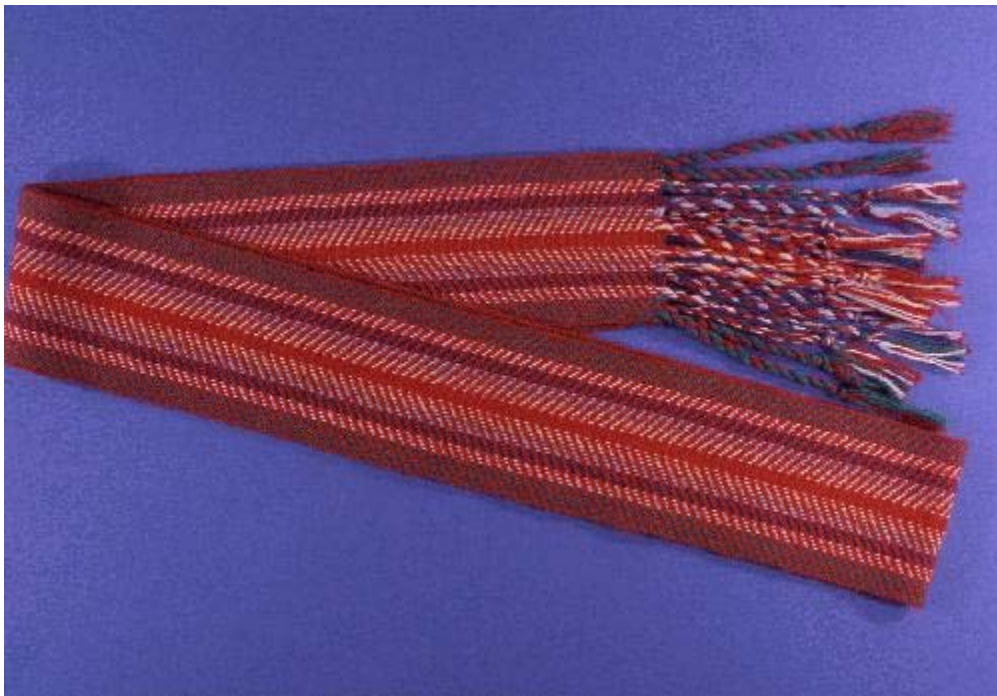
Social Studies

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



Before Reading:

- Using a real sash or a colour picture of a sash, share the importance of the sash to the Métis.
- Discuss the importance of colour. In this story, the sash is black, red, white, yellow, and green/blue.
- Have the students close their eyes and **visualize**. Say a colour, and then have the students turn and talk to the person next to them about the feelings and memories that colour evokes for them, and **infer** the symbolism of that colour to the Métis. E.g.: Green = "green grass and the time we went to the valley all the new leaves were coming out," etc. (The symbolism of the colours of the sash are based on the artisan's choice, drawn on their history and lived experience.)
- Compare student responses.





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

How do these colours make you feel? Why?

Red	Blue	White
Black	Green	Yellow

After Reading:

Meaning of the Sash Lesson:

a) Symbolism of the sash:

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

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

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

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

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

Critical Issue Lesson:

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



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

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

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

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

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

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



2.4 Cluster #1 Projects (To be done after reading the three Fiddle Dancer books)

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

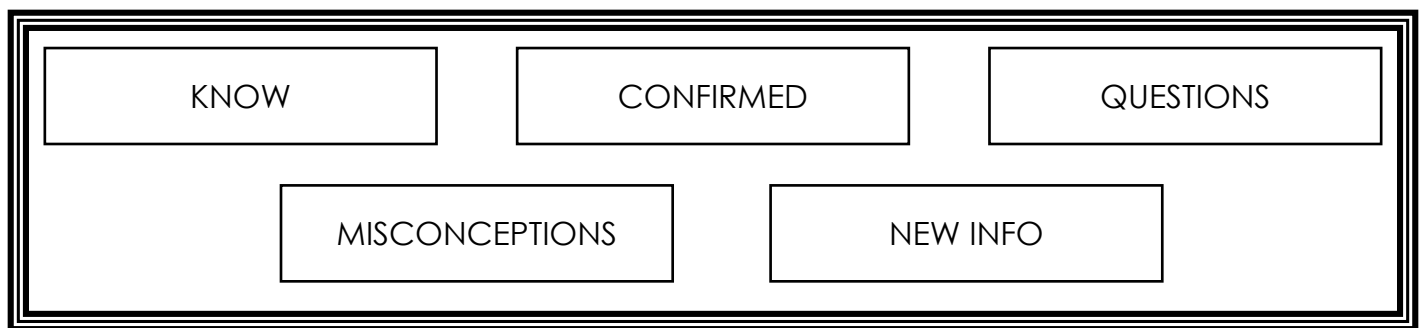
Part I: Using the RAN format (similar to KWL) begin with students (think/pair/share recording in words or pictures they'd use to describe the Métis based on their [background knowledge](#). After a few minutes have each person pair up with another and combine their lists, retaining about five of their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

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

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

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

Cards for the RAN activity:



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



Project 2: Readers' Theatre

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

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

Project 3: Finger Weaving

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

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

Links: Background information on the sash: <http://www.metismuseum.ca/resource.php/00741>.
Video of advanced techniques: <http://www.metismuseum.ca/browse/index.php?id=211>.



3. Book Cluster #2: Métis values–Good Medicine

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

Author: Leah Marie Dorion

Illustrator: Leah Marie Dorion

Translator: Norman Fleury

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

Themes in this book:

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

Possible Curriculum connections:

Language Arts

- Listen, comprehend, and respond
- Compose and Create

Science

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

Arts Education

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

Health/Physical Education

- Values
- Maintaining a healthy body

Social Studies

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



Before Reading: Ask some probing questions to **make predictions** while doing a picture walk of the book, *The Giving Tree*, such as: Why is the tree called the “Giving Tree”? This story took place a long time ago, what is different now? We all want to be good people. What makes us a good person? (make a T chart listing as many virtues/values as possible before reading).

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

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

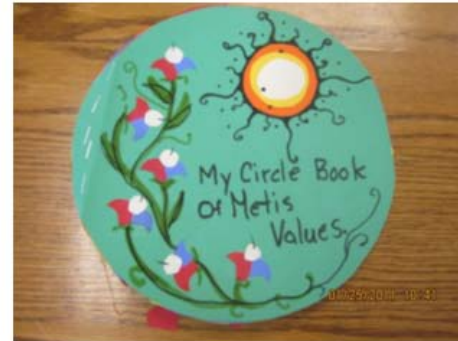
E.g.:

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

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

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





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

Thinking About Author's World View:

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

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



3.2 Relatives With Roots

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

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

Themes in this book:

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

Possible Curriculum connections:

Language Arts

- Listen, comprehend, and respond

Science

- Biomes
- Plants—interdependence
- Seasons

Arts Education

- Jewelry (wolf willow)

Social Studies

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

Health/Physical Education

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



Before Reading: Anticipation/Reaction Guide

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

Before Reading (T or F)	Relatives with Roots	After Reading (T or F)
	1. Medicines can be picked in the bush.	
	2. Birch sap comes from a poplar tree.	
	3. Kinnikinnick is traditional tobacco.	
	4. Rose hips give you an itchy bum.	
	5. Muskeg Tea is made from rose hips.	

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

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

Connect: What are you thankful for in your life?

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

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

Everything is connected Lesson:

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

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



Links for Animals and Plants of Saskatchewan:

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

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

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

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

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

Additional Post Reading Lessons for *Relatives With Roots*:

Conceptual Word Sort Lesson:

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



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



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



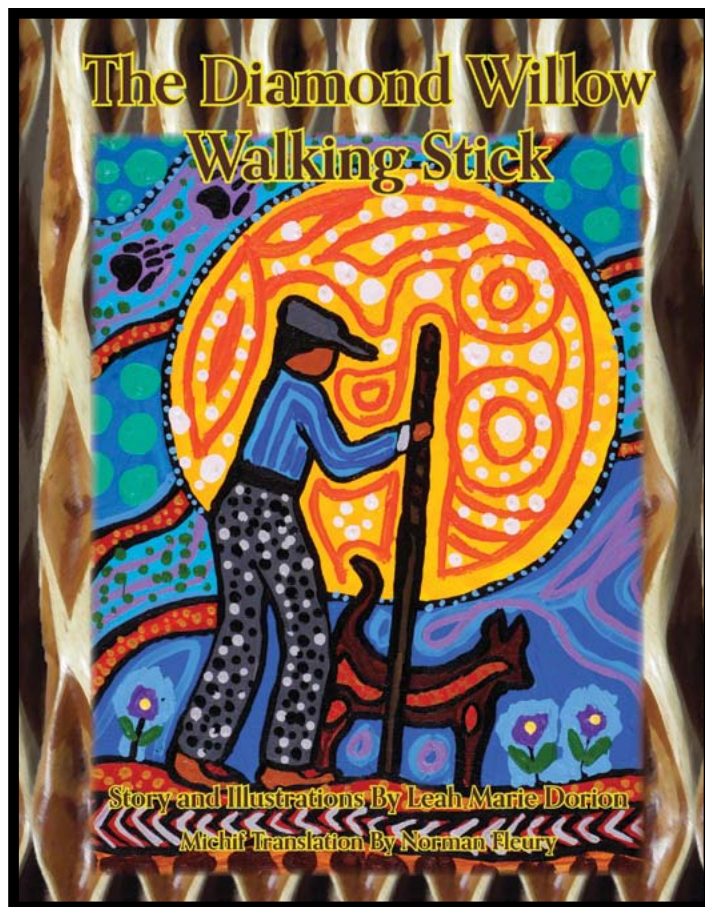
3.3 The Diamond Willow Walking Stick

Author: Leah Marie Dorion

Illustrator: Leah Marie Dorion

Translator: Norman Fleury

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



Themes in this book:

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

Possible Curriculum connections:

Language Arts

- Listen, comprehend, and respond
- Compose and Create

Science

- Interdependence among plants, individuals, society, and environment

Social Studies

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

Health/Physical Education

- Values



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

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

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

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

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

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

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

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



3.4 Better That Way

Author: Rita Bouvier

Illustrator: Sherry Farrell Racette

Translator: Margaret Hodgson

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

Themes in this book:

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

Possible Curriculum connections:

Language Arts

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

Science

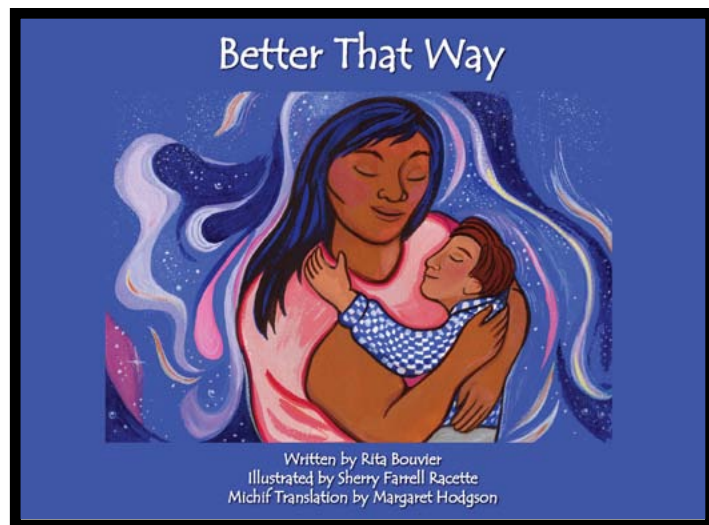
- Constellation

Social Studies

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

Health/Physical Education

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



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

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

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



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

After Reading:

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

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



3.5 Cluster #2 Project (To be done after reading the four “Good Medicine” books)

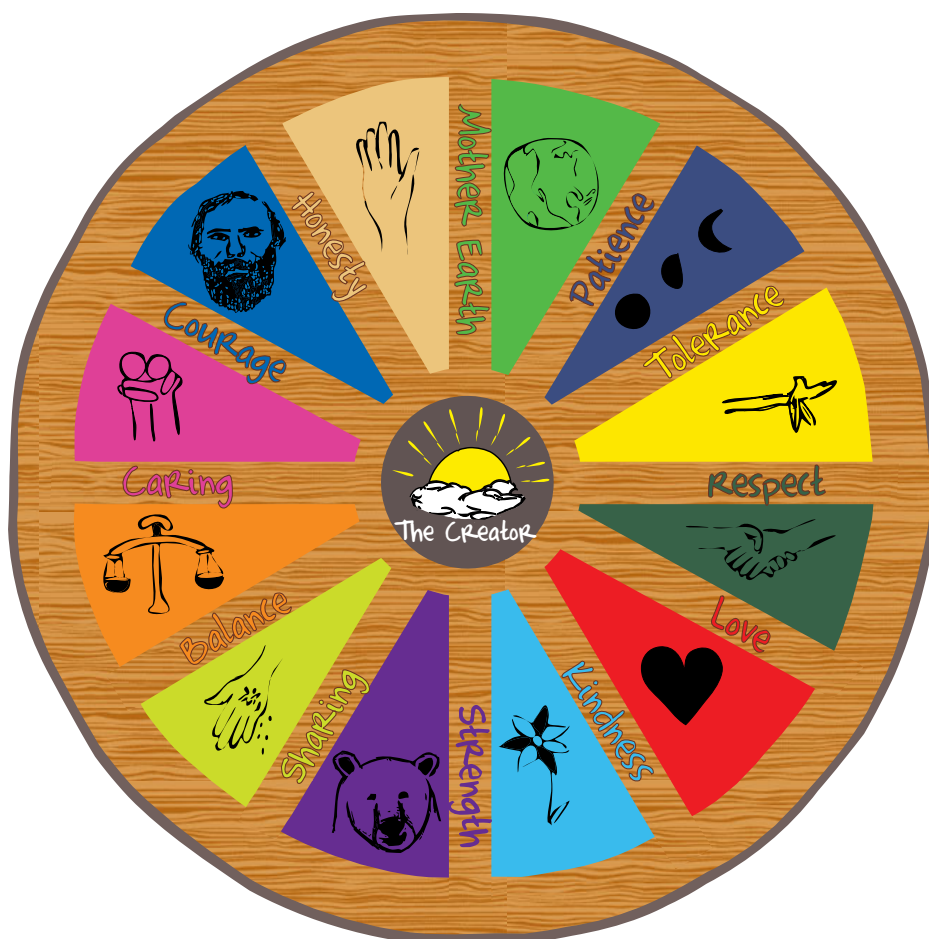
Additional Post Reading Lessons/Activities:

Project 1: Mini-inquiry on Medicines: Use in conjunction with *Medicines To Help Us* by Christi Belcourt
Mini-Inquiry Suggested Format: Short-term small group research could begin like this—What plants are out there that can be used for medicines? Show an aspirin bottle and share the ingredients. The willow provides us with acetylsalicylic acid found in willow bark and leaves. Use *Medicines To Help Us* to create more questions and curiosity.

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

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

Project 2: Virtue of the Week: You may want to list the virtues on a spinner and each week or month, spin the spinner and whatever it lands on is the virtue students and teacher demonstrate during the day/week/month.



4. Book Cluster #3: Métis Roots

4.1 The Story of the Rabbit Dance

Author: Jeanne Pelletier

Illustrator: J.D. Panas

Translator: Rita Flamand

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

Themes in this book:

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

Possible Curriculum connections:

Language Arts

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

Science

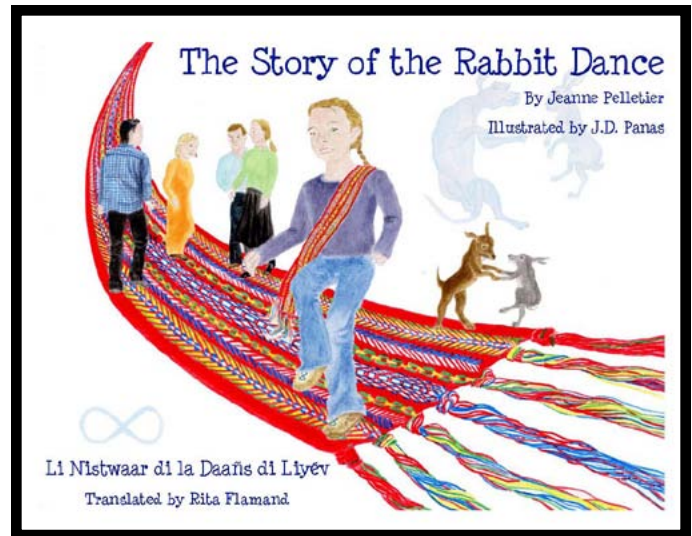
- Interdependence (human and animals)
- Diversity of living things in local ecosystems
- Habitats

Arts Education

- Parfleche bag
- "Rabbit Dance"
- "La danse du crochet"

Social Studies

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



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

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



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

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

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

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



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

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

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

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

1. Form two lines—rabbits on one side and dogs/foxes on the other.
2. The lead couple faces each other and holds hands with wrists in crossed position.
3. The lead couple side gallops down the centre and back again. The others stay in line position.
4. The lead couple elbow swings.
5. The lead puppy releases the lead rabbit and chases the lead rabbit (using the side-step) down the middle, around the puppies, down the middle and around the rabbits (makes a figure eight).
6. The lead puppy tags the lead rabbit on the shoulder.
7. The lead couple join hands and goes to the end of the line. The next couple becomes the lead couple.
8. Repeat steps 1-7.
9. The dance is repeated until all couples have had a turn being the puppy and the rabbit.

- The “Rabbit Dance” was based on La “Danse du Crochet,” a traditional contra dance. This dance has much Métis symbolism (weaving of the sash, figure 8, etc.) and repetition. If you wish to learn it, here are the calls:

La “Danse Du Crochet”

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



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

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



4.2 Peter Fidler and the Métis

Author: Donna Lee Dumont

Illustrator: Donna Lee Dumont

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

Themes in this book:

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

Possible Curriculum connections:

Language Arts

- Comprehend and respond
- Nonfiction

Mathematics

- Currency calculations

Science

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

Arts Education

- Artist study

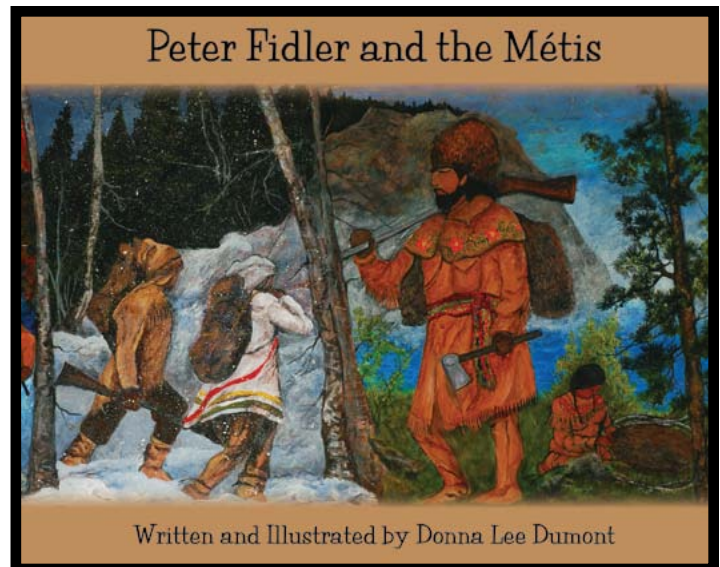
Health/Physical Education

- Medicines

Social Studies

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

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



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

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

Additional post-reading activities for Peter Fidler:

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

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

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

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

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



The “Made Beaver” Currency

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

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

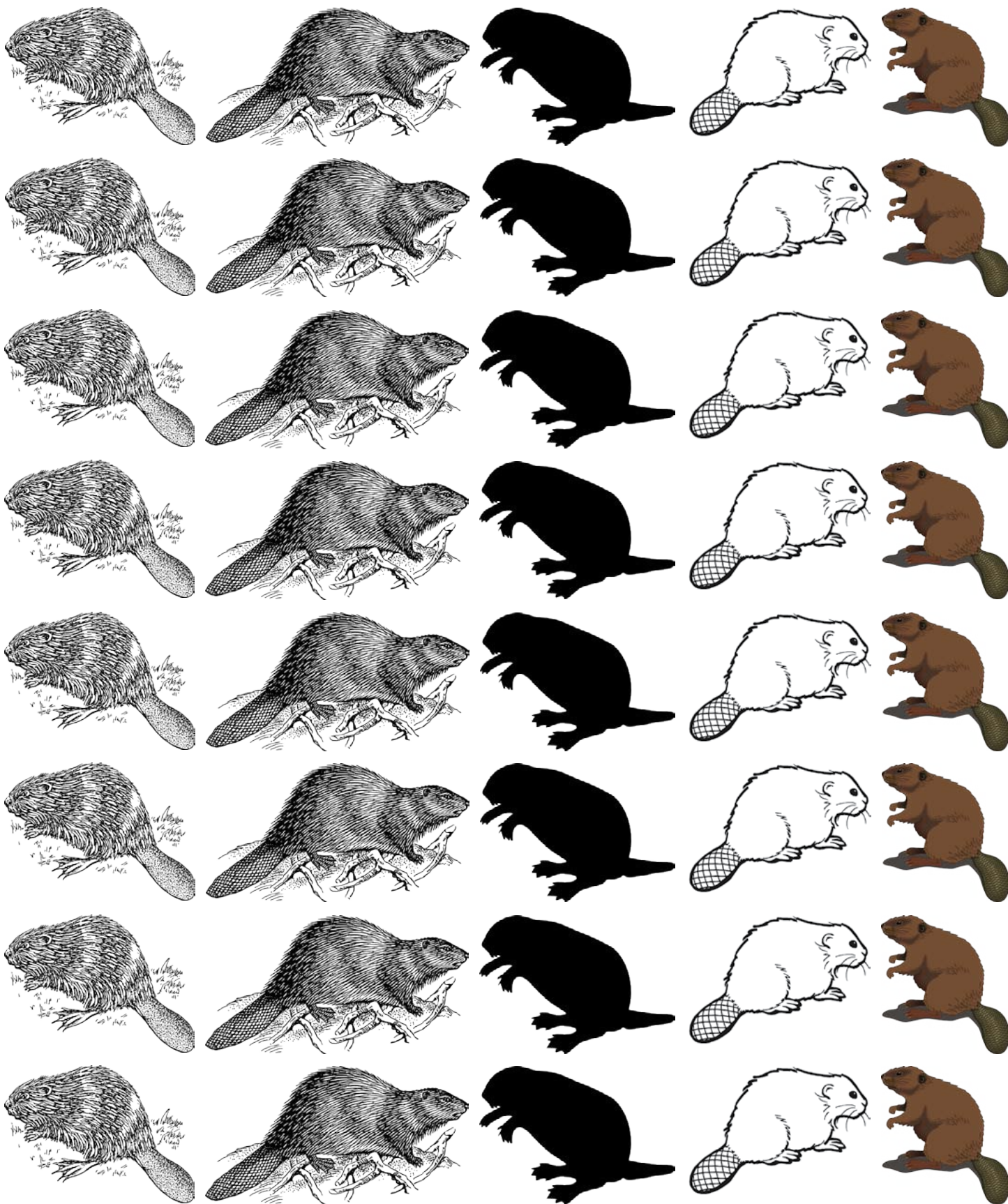
flour =	_____ tokens
sugar =	_____ tokens
tea =	_____ tokens
cloth =	_____ tokens
ax =	_____ tokens
pot =	_____ tokens
flint =	_____ tokens

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

Supply, Demand, & Extinction Simulation:

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





4.3 The Flower Beadwork People

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

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

Themes in this book:

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

Possible Curriculum connections:

Language Arts

- Comprehend and respond
- Comprehension strategies
- Analyze and interpret

Math

- Symmetry
- Currency

Science

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

Arts Education

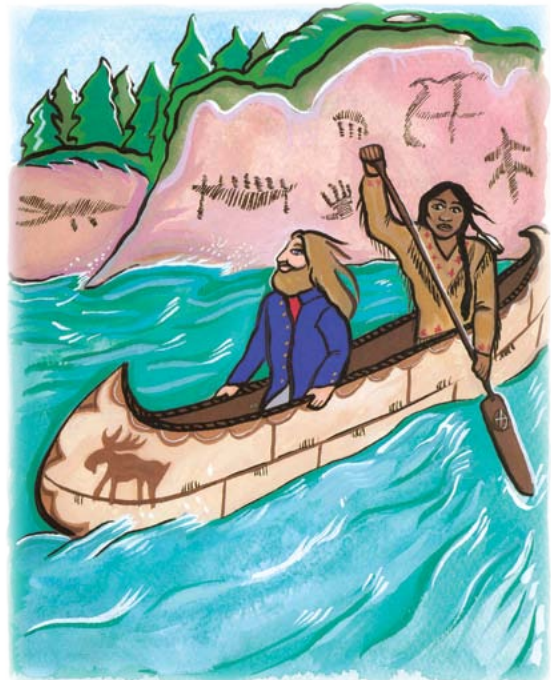
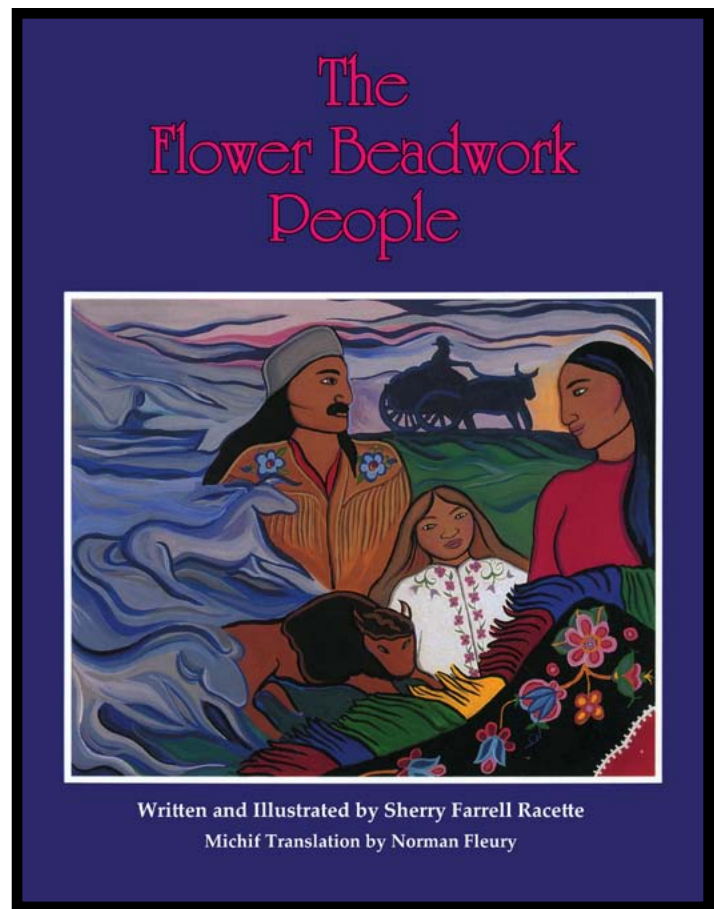
- Beadwork/quillwork
- Dance

Social Studies

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

Health/Physical Education

- Healthy lifestyles



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

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

Tracking Thinking Codes:

✓ checkmark= something already known

L = new learning

? = question (record the question)

?? = confusion

* = important information

C = connection/reminds me of

! = exciting

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

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

Additional Post Reading Lessons for The Flower Beadwork People:

Countdown Activity:

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

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

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

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



4.4 The Métis Alphabet Book

Author: Joseph Jean Fauchon

Illustrator: Sheldon Mauvieux

Translator: Norman Fleury

Overview of Story: *The Métis Alphabet Book* is a unique addition to the creative genre of children's alphabet books. Joseph Jean Fauchon highlights historical figures, significant events, places of interest and other aspects of Métis identity for young readers.

Themes in this book:

- Alphabet
- Métis cultural items, people, and events

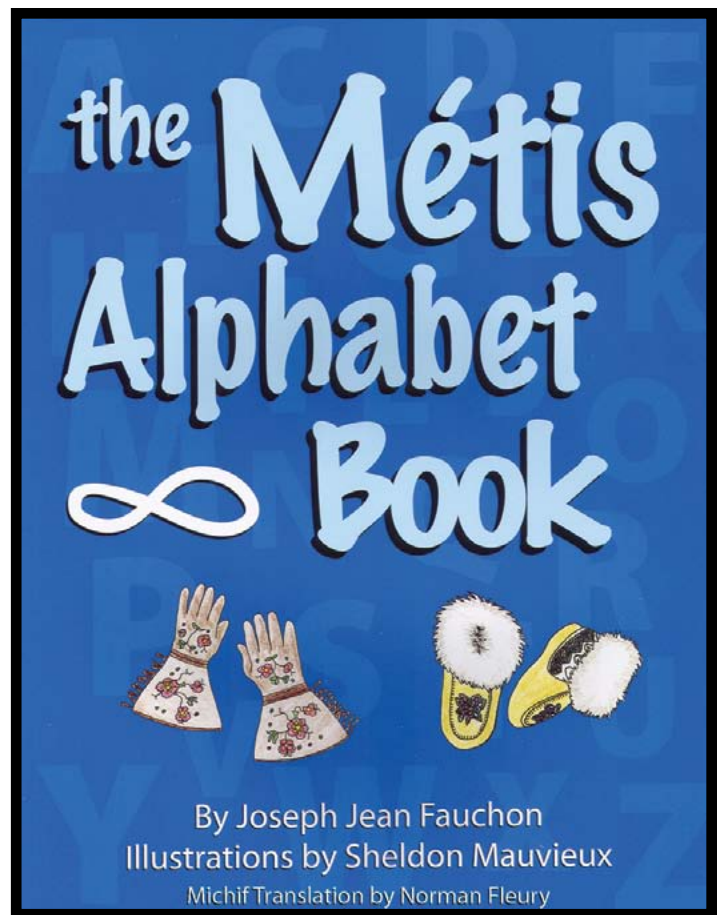
Possible Curriculum connections:

Language Arts

- Alphabet (beginning sound)

Social Studies

- Cultural diversity
- Métis history
- Métis heroes

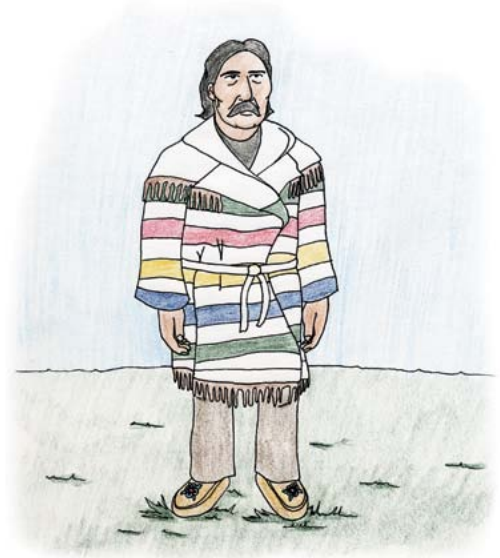


Before Reading: Present the book, *The Métis Alphabet Book*, to the students. List on chart paper (beforehand) all the letters of the alphabet. Brainstorm prior to reading the book ([prediction](#)), words they might find in the book and list them beside the letter they begin with on the chart. Make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

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

After Reading:

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



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

Step into the Picture Lesson:

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

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

Alphabet Pictionary:

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

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

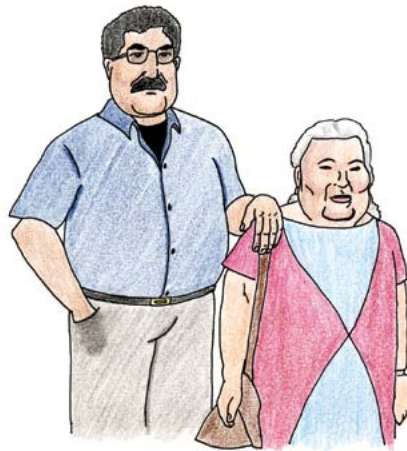


A=Aboriginal	B=Beadwork	C=Capote
D=Dumont	E=Elders	F=Fiddle
G=Gauntlets	H=Hunt	I=Infinity flag
J=Jig	K=Kohkum	L=Louis Riel
M=Michif	N=New Nation	O=Oxen
P=Pemmican	Q=Quillwork	R=Red River Cart
S=Sash	T=Trapper	U=Unique
V=Voyageur	W=Weavers	X=Xavier
Y=York Boat	Z=Zest	



Snowball Activity:

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



4.5 Cluster #3 Project (To be done after the Métis Roots collection)

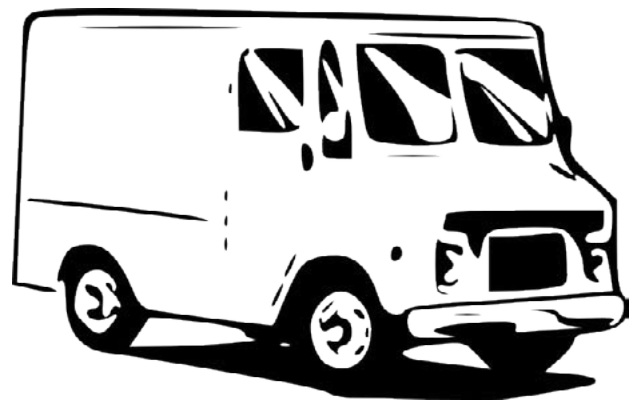
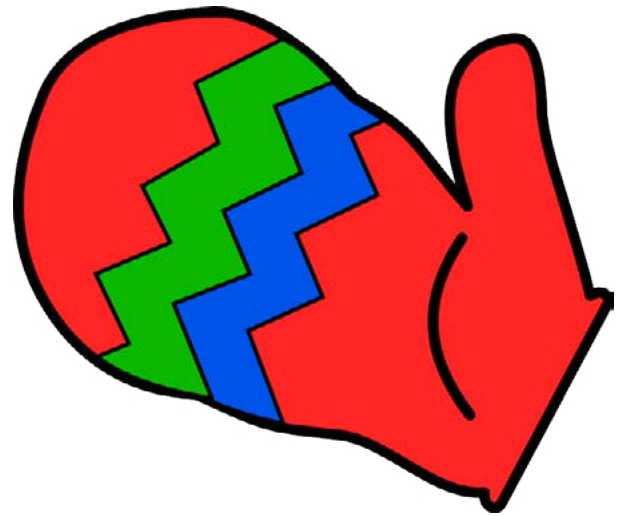
Then and Now:

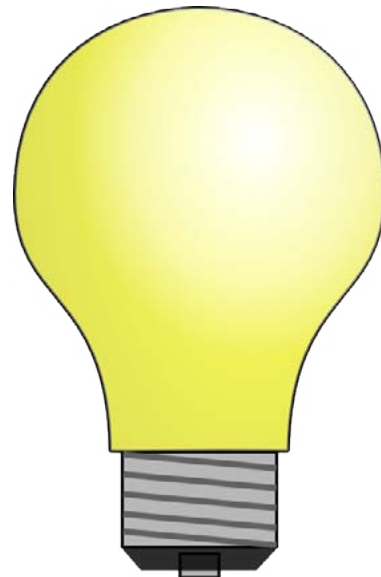
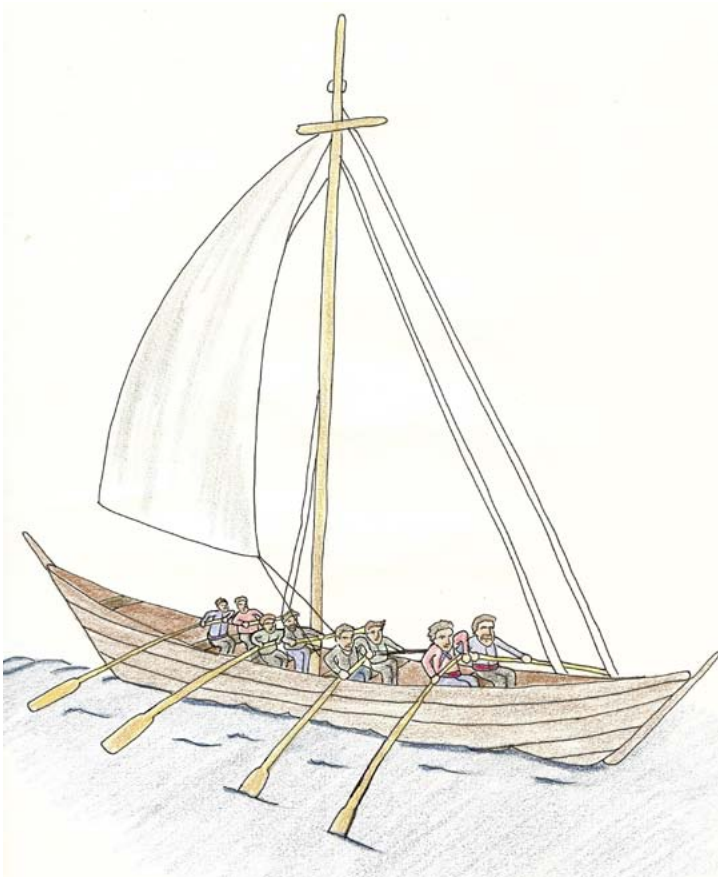
- You will need actual items or pictures of items that are “older” artifacts and pictures/artifacts of their contemporary counterparts.
- Display all the “old” pictures/artifacts so the students can view them. Discuss what you think they were used for. Don't tell them if they are wrong. Just *infer*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

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

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







5. Book Cluster #4: Entertainment Stories

5.1 Sasquatch Exterminator

Author: Don Freed

Illustrator: Myles Charles

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

Themes in this book:

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

Possible Curriculum connections:

Language Arts

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

Social Studies

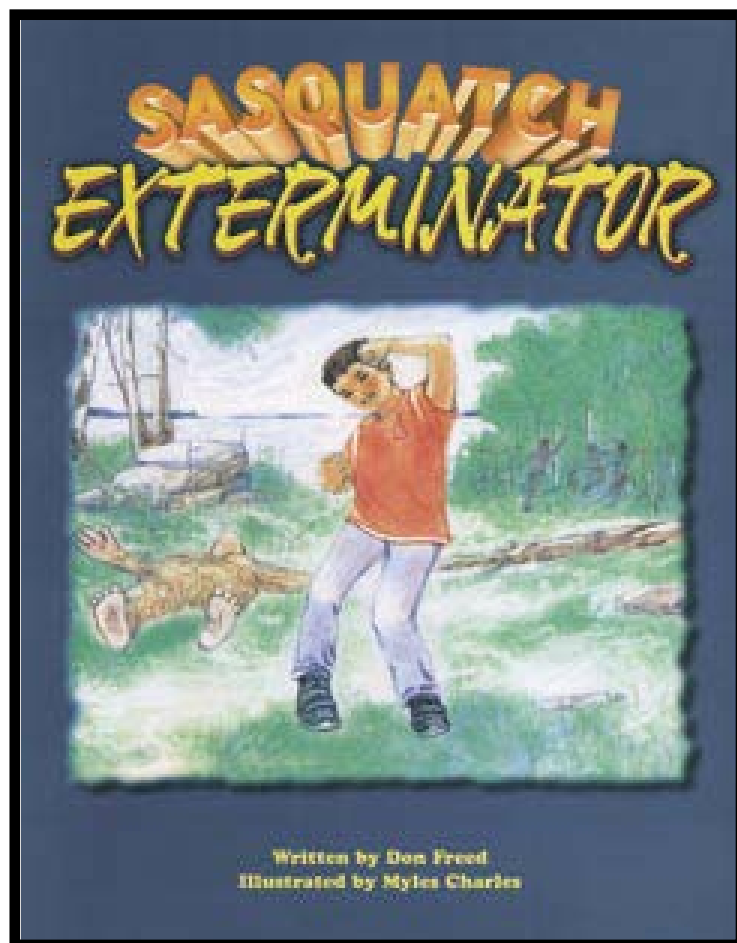
- Mapping (locate community)
- Community/Family
- Cultural diversity

Health/Physical Education

- Feelings

Arts Education

- Music (beat/song)



Before Reading: Introduce the term Sasquatch. Activate students' [background knowledge](#) about the Sasquatch and discuss the Sasquatch's attributes. How scary is a Sasquatch compared to a werewolf, Roogaroo, mummy, Headless Horseman, etc. (have students do thumbs up or thumbs down for level of scariness.)

Discuss what makes them scared! Real or not real?

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



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

Silly Story Template CLOZE Procedure:

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

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

- Share the song you created with others.



5.2 The Beavers' Big House

Authors: J.D. Panas and Olive Whitford

Illustrator: J.D. Panas

Translation: Norman Fleury

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

Themes in this book:

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

Possible Curriculum connections:

Language Arts

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

Science:

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

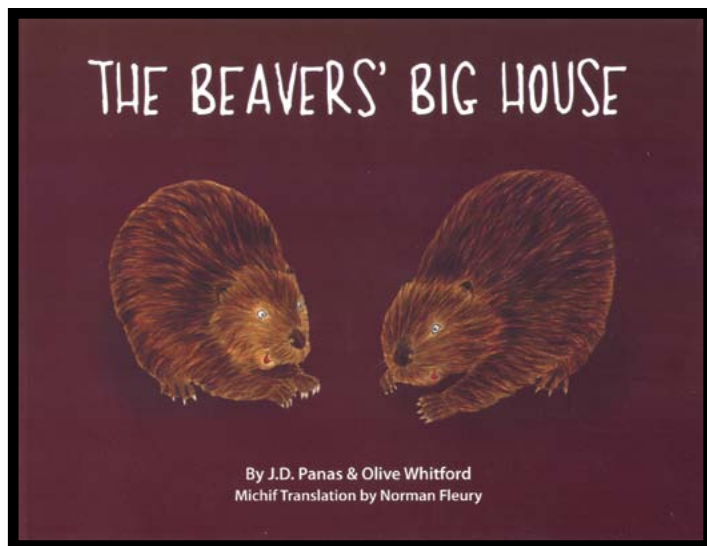
Health/Physical Education

- Fire prevention and safety
- Balance of work and play

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

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

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



After Reading: Fire Prevention and Safety Lesson:

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

Positive Effects	Negative Effects

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



Additional Post Reading Lessons for *The Beaver's Big House*:

Unique characteristics of Saskatchewan's forest animals

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



Make a Fire Escape Route Plan Lesson:

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



5.3 Roogaroo Mickey

Author: Wilfred Burton

Illustrator: Leah Marie Dorion

Translator: Norman Fleury

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

Themes in this book:

- Family
- Roogaroo (Métis character)
- Helpfulness

Possible Curriculum connections:

Language Arts

- Listen, comprehend, and respond
- Sequence

Math

- Graphing

Social Studies

- Cultural folklore

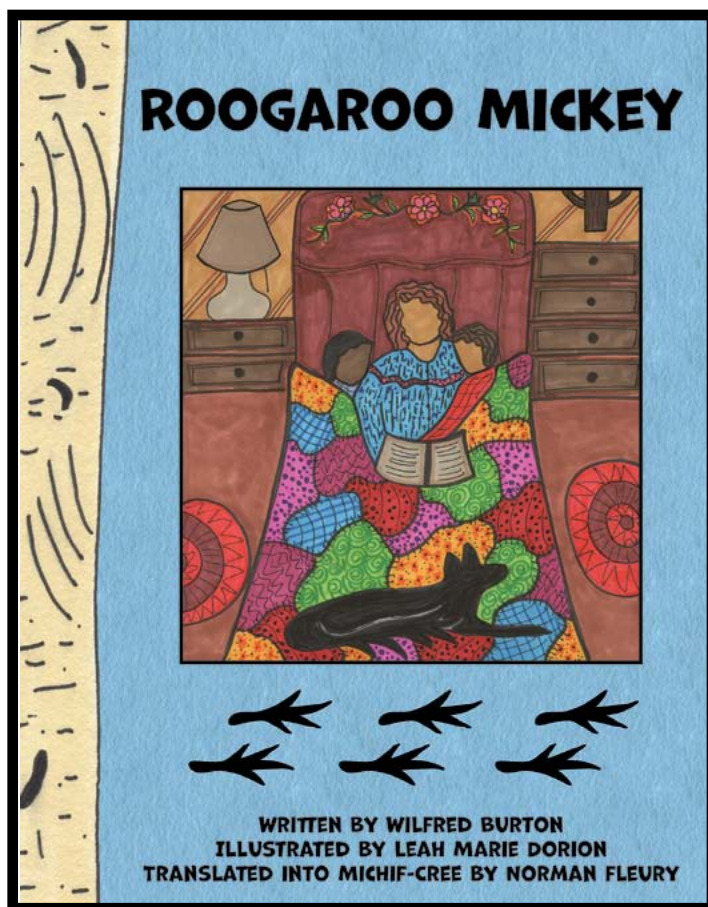
Health/Physical Education

- Feelings

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

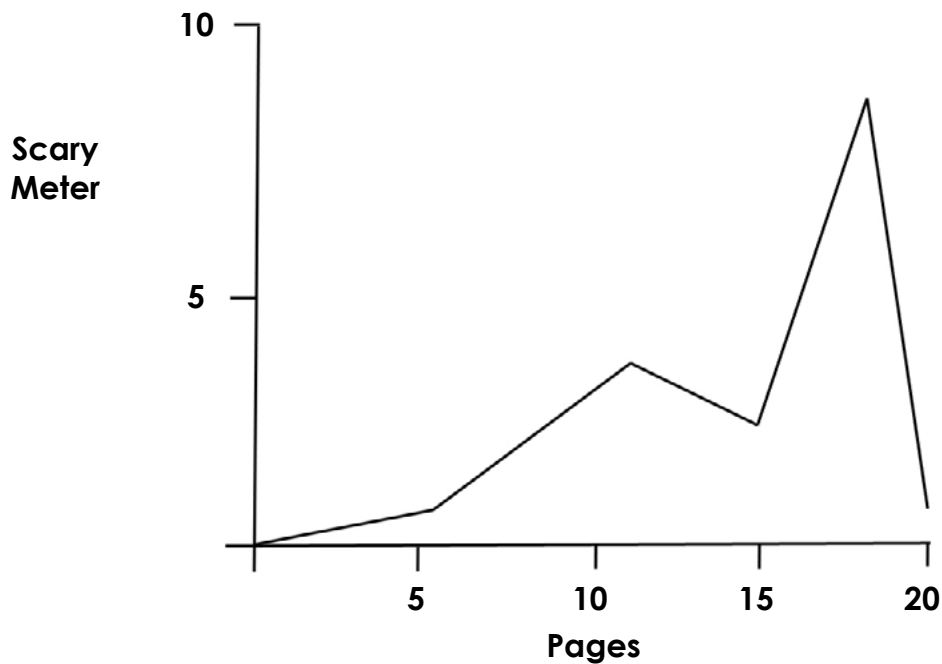
- Get the students to quickly sketch what they think a Roogaroo looks like.
- Tell the students they are going to stop periodically throughout the story to judge how scary the story is on a "Scary Meter" from one to ten. (One is not scary and ten is very scary).

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



After Reading:

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



* example of the “Scary Meter.”

Additional Post-Reading Lesson for Roogaroo Mickey:**Persuasive Writing: I Believe in Roogaroos/I Don't Believe in Roogaroos Lesson**

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

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



Graphic Organizer for Persuasive Writing

Paragraph #1—Introduction

Attention grabbing beginning:

Description of issue:

Opinion stated:

Paragraph #2

Reason #1

Evidence to Support
(details and examples)

Paragraph #3

Reason #1

Evidence to Support
(details and examples)

Paragraph #4

Reason #1

Evidence to Support
(details and examples)

Paragraph #5—Conclusion

Restate opinion:

Summarize your three reasons:

Call to action or closing statement:



Tableaux Activity:

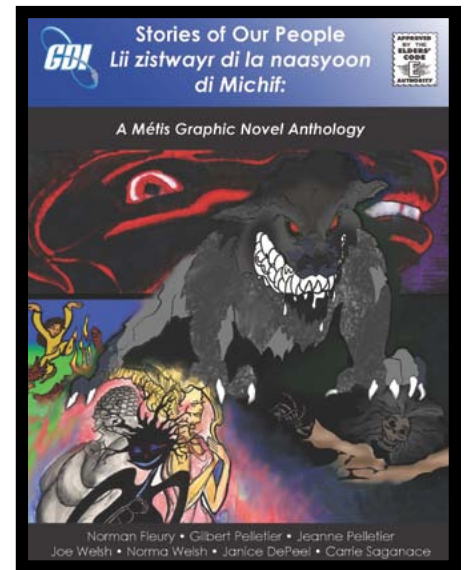
- Place students in small groups (3-4 people) and give them a photocopy of one of the pages (or do a verbal scenario). Don't let other groups see or hear it.
- Have the students create a tableaux using all of their group members. Their job is to act it out, then when the teacher says "Freeze" they stay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

5.4 Cluster #4 Project (To be done after the Métis Entertainment stories)

*For this project use the *Stories of Our People: A Métis Graphic Novel Anthology*. This anthology has a variety to stories appropriate for different age levels. The Trickster stories are not as dark as the Whittigo or Paakuk stories. Choose an appropriate story for the age group you are teaching.

Project:

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



6. Dance Cluster: Métis Dance

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

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

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

Curriculum Connections:

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

A Brief History of the Red River Jig

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

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



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

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

Métis Dance Kit (Recommended Resource List)

- 10 men's sashes
- 10 women's sashes
- Five Spoons
- (CD) Drops of Brandy
- *Fiddle Dancer* by Anne Patton and Wilfred Burton
- *Dancing in my Bones* by Wilfred Burton and Anne Patton
- *Call of the Fiddle* by Wilfred Burton and Anne Patton
- *The Story of the Rabbit Dance* by Jeanne Pelletier
- *Métis Flag/Flags of the Métis* by Calvin Racette
- *Steps in Time 2*

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

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

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

Dance Lesson #1

Resources needed:

Wooden spoons

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

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

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

During Reading:

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



After Reading Lesson #1:

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

After Reading Lesson #2:

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

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

Dance Lesson #2

Resources needed:

Dancing In My Bones by Wilfred Burton and Anne Patton

Spoons

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

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

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



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

During Reading:

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

After Reading:

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

Dance Lesson #3

Resources needed:

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

Before Reading:

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



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

During Reading:

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

After Reading:

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

Dance Lesson #4

Make Up Your Own Jig Step Lesson:

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

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

Jigging is for fun and can be done by anyone.



Extensions:

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

Contemporary Dances—The "Sash Dance"/The "Broom Dance"

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

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

The "Sash Dance"

Video Resource—The Virtual Museum of Métis History and Culture

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

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

The "Broom Dance"

Video Resource—The Virtual Museum of Métis History and Culture

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

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

Option #1:

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

Option #2:

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

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



7. Support Resources

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

7.1 *The Bulrush Helps the Pond*

Author: Ken Carriere

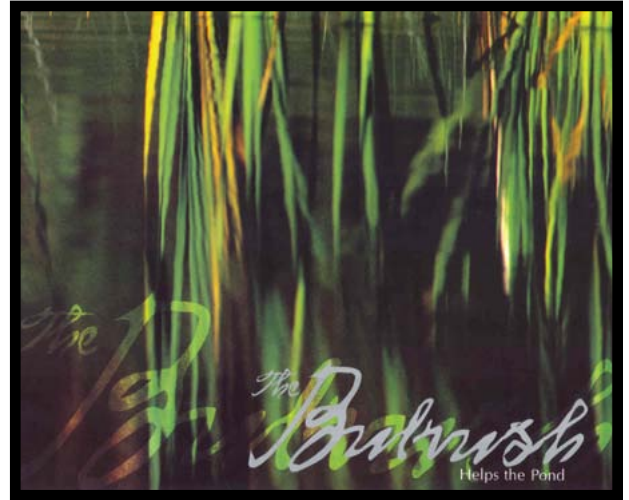
Illustrator: J.D. Panas

Photographs: Dennis Chamberlain

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

Themes in this book:

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



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

Author: Christi Belcourt

Illustrator: Christi Belcourt

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



Themes in this book:

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

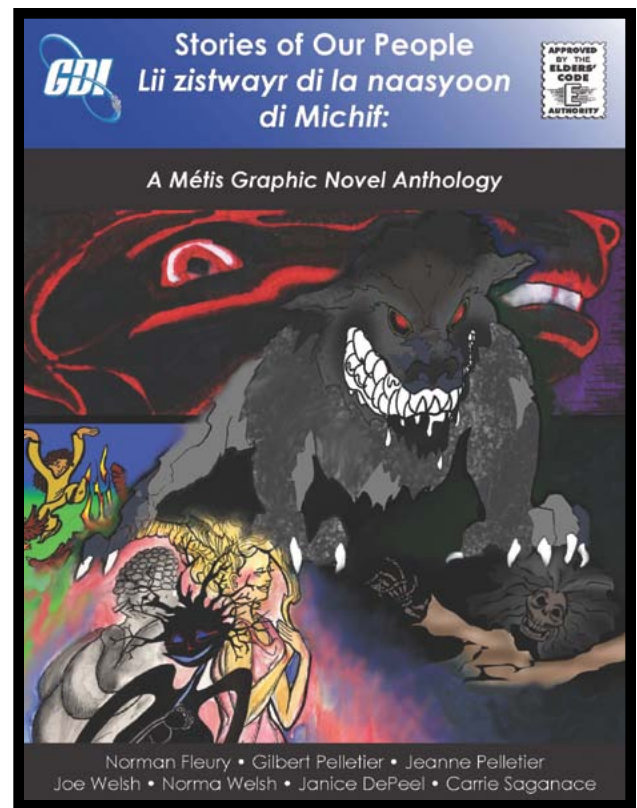
* This resource is available as a book, or as a book and study prints set which is well suited for public display.



7.3 Stories of Our People: A Métis Graphic Novel Anthology

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

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

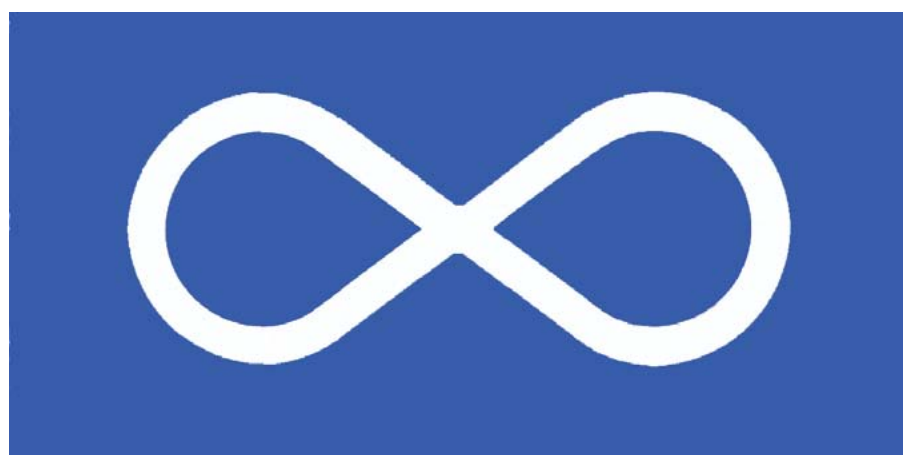


Themes in this book:

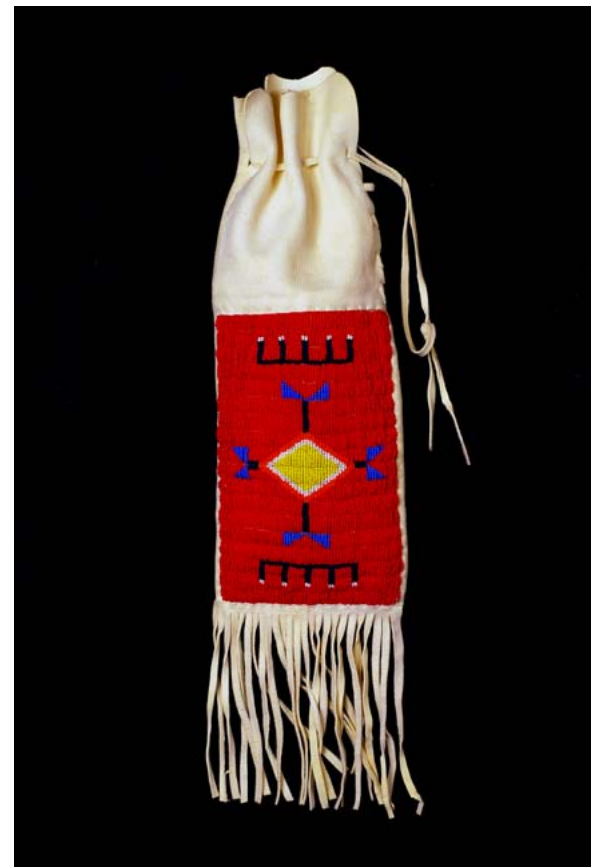
- Storytelling
- Characters (*Wiisakaychak*, *Nanabush*, *Chi-Jean*, *Roogaroo*, *Whiitigos*, *Paakuks*, and *jiyaab*)
- Métis worldview











Metis Fiddle Tunes



Pow Wow Music



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97809209157905	Medicines to Help Us Study Prints (Includes book)	\$65.00		
25225900114	Expressing Our Heritage: Metis Artistic Designs - Study Prints	\$65.00		
9780920915677	Expressing Our Heritage: Metis Artistic Designs - Resource Guide	\$15.00		

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25225900143	Nehiyawewin Mitataht: Michif ahci Cree (Resource Guide)	\$30.00		
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