

# Teacher's Guide



une communauté métisse

# St. Laurent

A Métis Community

# Manitoba Education, Citizenship and Youth Cataloguing in Publication Data

917.1274 St. Laurent, a Métis Community. Teacher's guide = St. Laurent, une communauté métisse. Teacher's guide.

ISBN 13: 978-0-7711-3641-2

ISBN 10: 0-7711-3641-2

1. St. Laurent, a Métis Community [videorecording].
2. Métis—Manitoba—St. Laurent. 3. Métis—Manitoba—History. 4. Red River Rebellion, 1869-1870.
5. Manitoba—History. I. Manitoba. Manitoba Education, Citizenship and Youth. II. Title: St. Laurent, une communauté métisse. Teacher's guide.

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## Director's Notes on St. Laurent DVD

*As a journalist and filmmaker, I have had the opportunity to visit many towns and cities. I have lived in rural and urban Saskatchewan, and I have studied and worked in Winnipeg, the Ottawa area, and in Montreal. A couple of years ago, I decided to take a break from big-city life and moved to Saint-Laurent, Manitoba, where I have family.*

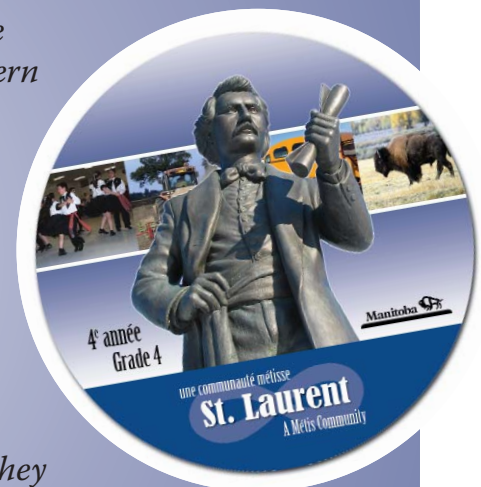
*What strikes me about Saint-Laurent is how the community has managed to preserve a unique and appealing way of life that is based on the vibrant Métis culture. I had never experienced anything quite like it.*

*Of course, the people of Saint-Laurent enjoy all the advantages of contemporary life. They live in modern houses with computers and high-speed Internet. They golf, they recycle, they eat out, and they travel. Many of them work or study in Winnipeg, which is just an hour away.*

*But in their homes, their schools, and their recreational centres, these people are also playing the fiddle, learning traditional dances, and eating deer, duck, and even muskrat stew. They speak Michif, French, and English. They fish, they hunt, they raise horses, and they are proud to be Métis. This way of life—modern, yet rooted in culture and tradition—makes Saint-Laurent unique and so noteworthy that it is featured in the Smithsonian National Museum of the American Indian in Washington, D.C.*

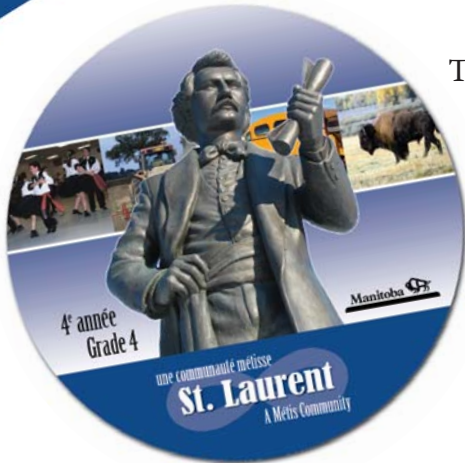
*This DVD is about progressive people looking to the future while drawing strength from their rich heritage. This DVD is about the Métis spirit thriving in a small, ordinary—yet extraordinary—community.*

*Daniel Fortier*





# Teacher Preparation Notes



This 20-minute video has been split into two segments that can be viewed separately or consecutively.

This video is bilingual. Prepare students by encouraging them to listen carefully for familiar French words. Explain that all the main ideas are expressed in both languages and that at times there will be English captions on the screen.

Refer to *General Guidelines for Viewing Visual Media* (page 7).



## Vocabulary

- Aboriginal
- Métis or Metis
- resistance
- rebellion
- treason
- Michif
- bombardier
- infinity
- culture
- symbol
- oral tradition
- legend
- Washington, DC (USA)

## CAUTION

It is recommended that teachers preview the DVD before showing it to students. There are two segments in this video that may cause concern for some students:

- A descendant of one of the Métis participants in the Battle of Batoche relates a tragic story describing the violent death of his ancestor
- A hunting scene depicts a snared rabbit



# Relevant Social Studies Learning Outcomes

The content of this video relates to two clusters in the Manitoba Grade 4 social studies curriculum:

- Cluster 3: Living in Manitoba
- Cluster 4: History of Manitoba

It also provides students the opportunity to practise the following social studies skills:

- S-200 Select information from oral, visual, material, print, or electronic sources.
- S-302 Draw conclusions based on information and evidence.
- S-303 Evaluate personal assumptions based on new information and ideas.
- S-305 Observe and analyze material or visual evidence for research.
- S-400 Listen actively to others to understand their perspectives.

## Note to Teachers

You may target some or all of these learning outcomes, depending upon your selection of pre-viewing, viewing, and post-viewing activities.

### Cluster 3: Living in Manitoba

- KI-005 Identify cultural communities in Manitoba.
- KI-006 Give examples of diverse artistic and cultural achievements of Manitobans. *(Include: Aboriginal and francophone cultural achievements.)*
  - The following two distinctive learning outcomes have been developed for use with Aboriginal and francophone students.
- KI-006A Give examples of Aboriginal artistic and cultural achievements and organizations in Manitoba.
- KI-006F Give examples of francophone artistic and cultural achievements and organizations in Manitoba.
- KI-007 Identify Aboriginal communities, cultures, and languages in Manitoba. *(Examples: Cree, Ojibway, Dakota, Michif, Oji-Cree, Dene...)*
  - The following distinctive learning outcome has been developed for use with Aboriginal students.
- KI-007A Identify connections between their community and other Aboriginal communities in Manitoba.

*continued...*



KI-008 Identify francophone communities in Manitoba.



The following distinctive learning outcome has been developed for use with francophone students.

KI-008F Identify connections between their local community and other francophone communities in Manitoba.

KL-020 Locate on a map and describe geographic features of Manitoba. (*Examples: lakes and rivers, landforms, vegetation, forests, parks, cities and towns, First Nations communities...*)

KL-024 Give examples of Aboriginal peoples' traditional relationships with the land.

VI-003 Value ethnic and cultural diversity in Manitoba.

VI-004 Value the artistic and cultural achievements of Manitobans.

#### **Cluster 4: History of Manitoba**

KI-010 Give examples of the contributions of diverse ethnic and cultural communities to the history of Manitoba.

KI-011 Give examples of Aboriginal contributions to the history of Manitoba. (*Examples: place names, art, parks and historic sites, symbols and stories, guidance to early settlers...*)



The following distinctive learning outcome has been developed for use with Aboriginal students.

KI-011A Recognize that their identities are connected to the history of their Aboriginal community.

KI-012 Give examples of francophone contributions to the history of Manitoba. (*Examples: settlement of Saint-Boniface, place names, language and culture, voyageurs...*)



The following distinctive learning outcome has been developed for use with francophone students.

KI-012F Recognize that their identities are connected to the history of their francophone community.

KH-033 Relate stories of people and events that shaped Manitoba. (*Examples: voyageurs, Louis Riel, Chief Peguis, Lord Selkirk, Nellie McClung, Thanadelthur, bison hunt...*)

KH-035 Describe ways in which life in Manitoba has changed over time. (*Examples: housing, food, hunting and fishing, clothing, recreation, languages, education, agriculture, transportation...*)

VH-008 Value oral tradition as an important way to learn history.



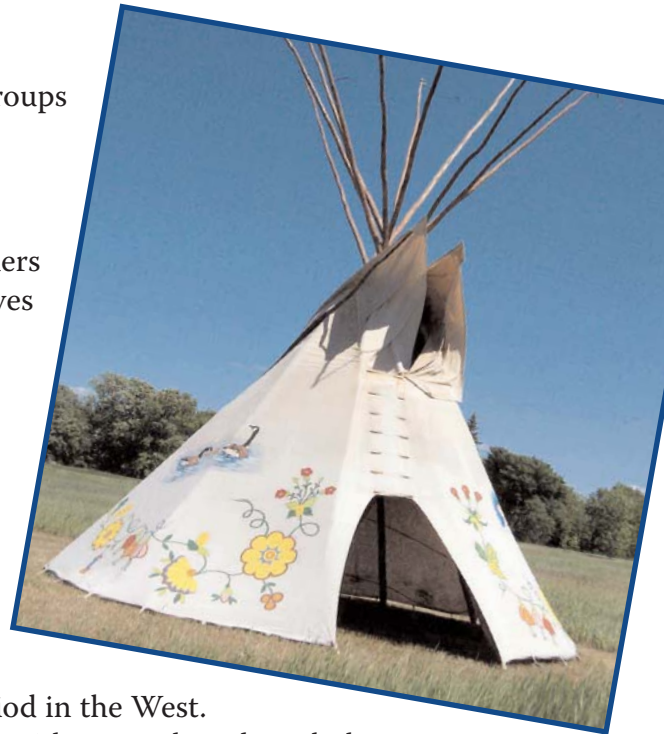


## Segment 1: Teacher Notes

### Background information on Aboriginal people of Manitoba

The Charter of Rights and Freedoms (1982) recognizes three groups of Aboriginal people in Canada: Indians, Inuit, and Métis.

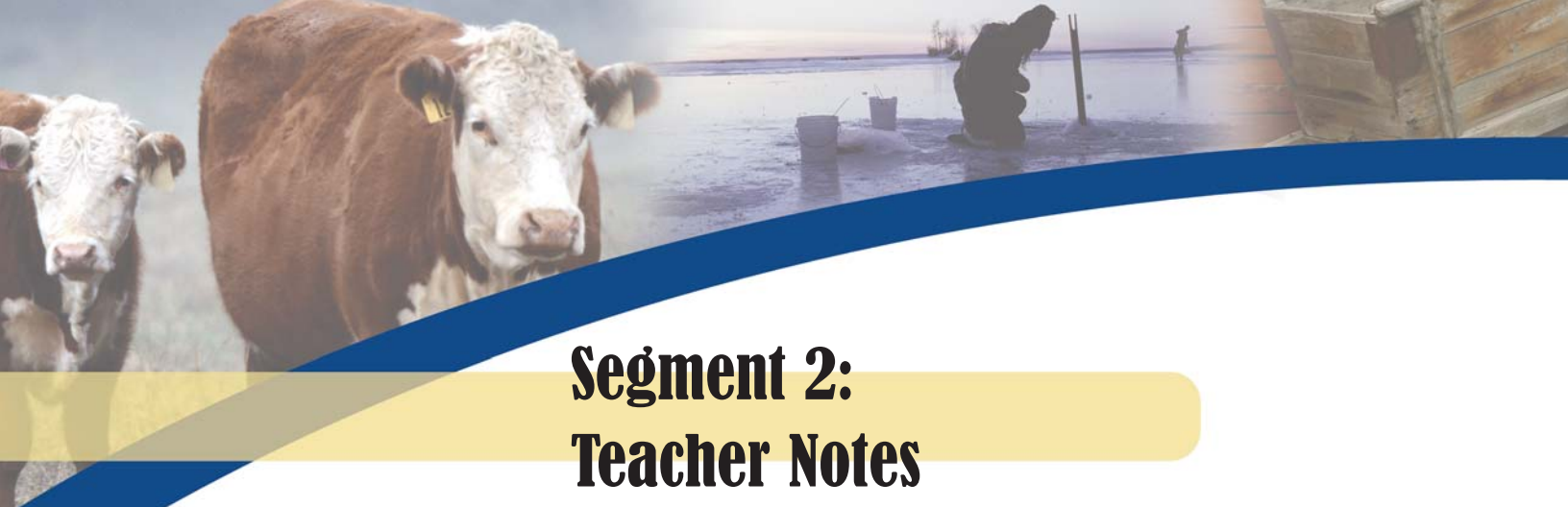
- First Nations are Aboriginal groups designated legally as Indians in federal law (the *Indian Act*). Some of these nations have signed treaties with the federal government, others have not. In Manitoba, First Nations people identify themselves by language group and are mostly Ojibway or Saulteaux (Anishinabe), Cree, Oji-Cree, Dene, and Dakota or Sioux.
- The Inuit are the Aboriginal people living in the Canadian Arctic, mostly in Nunavut, Northwest Territories, northern Québec, and Labrador. The Inuit have a distinct culture and language (Inuktitut) from other Aboriginal peoples.
- The Métis people in Manitoba are the descendants of European and First Nation ancestors, as a result of intermarriage and cultural exchange during the fur trade period in the West. During the fur trade period, a distinctive Métis culture arose, with many shared symbols, traditions, practices, and values. Although the federal government recognizes the Métis Nation as a distinct Aboriginal people, Métis rights and ancestral territories are not defined in federal legislation and are the subject of ongoing negotiation. Some Métis are francophone, others are not. Some people refer to themselves as *Métis (may-tee)*, while others say they are *Métis (may-tiss)* or *Michif*. Some spell *Métis* with the *accent aigu*; others simply spell it *Metis*.



### Red River Resistance, Battle of Batoche

The Red River Rebellion is an expression often used in historical resources and textbooks to refer to the resistance of the Métis to the Canadian government in 1869–1870 and their establishment of a provisional government under Louis Riel in the Red River region. The Métis people prefer the term *resistance*, as the Canadian government at that time had not yet been established in the West.

The video also refers to the Battle of Batoche (1885) after which Louis Riel was charged with high treason. Many historical sources refer to this event as the Northwest Rebellion.



## Segment 2: Teacher Notes

### Michif Language

It is advisable to prepare students for viewing this segment by providing them with some information about the Michif language.

The Michif language incorporates elements of French, Plains Cree, and Ojibway, but has various regional and cultural dialects. Ongoing work is being done toward the preservation of the language.

#### For further information contact:

Métis Culture and Heritage Resource Centre, Michif Language:  
<[www.metisresourcecentre.mb.ca/language/](http://www.metisresourcecentre.mb.ca/language/)>

Jules Chartrand, a Métis historian from St. Laurent, is interviewed in this segment. His part in the video has not been translated so as to preserve the Métis content and the flow of the language without the hindrance of translation. He explains the difference between the way Michif people pronounce letter combinations as compared to Canadian French and European French. For example:

- the **é** in French is pronounced **ee** in Michif
- the **e** in French is pronounced **u** in Michif
- the **t** in French, between two vowels, is pronounced **tch** in Michif

Encourage students to listen for the following words and to note the different pronunciations:

- ✓ *petit* (English — *small*)
- ✓ *culture* (English — *culture*)
- ✓ *lancer* (English — *to throw*)
- ✓ *éplucher* (English — *to peel*)







## General Guidelines for Viewing Visual Media

Video and media can offer students insight into experiences that would otherwise be unavailable to them. A key to teaching with video is to provide students with opportunities to be critical, active viewers rather than passive recipients, and to include before-, during-, and after-viewing strategies. Introduce the video by setting the tone for viewing and explaining how the segment relates to the ideas they are exploring.

**Consider using a variety of strategies, before, during, and after viewing as indicated below. As well, consider these ideas:**

- ✓ View longer videos in short segments.
- ✓ Tell students the name of the video and its theme before viewing.
- ✓ Clarify key terms or challenging vocabulary.
- ✓ Give the students a purpose, or something to watch for, as they view the film.
- ✓ Avoid having students take notes during the video—this is difficult to do and interferes with active listening.
- ✓ If the film depicts a series of events, encourage students to focus on sequence and causality rather than on dates and statistics.
- ✓ Encourage students to be critical about how realistically the video represents the topic.



*continued...*



## General Guidelines for Viewing Visual Media (continued)

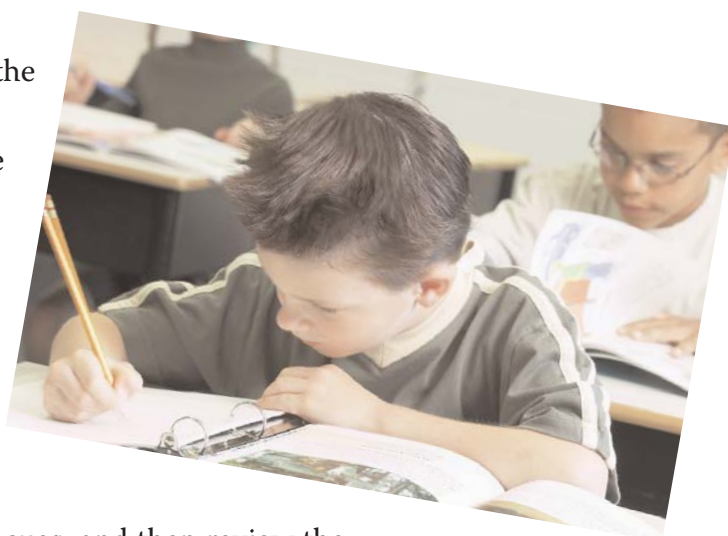
### Before Viewing

- Establish a purpose for viewing by describing what the students are about to view and points to watch for.
- Activate with “story-mapping”—predicting what the video might be about.
- Have students generate questions about the topic, or provide “focus questions.”

### During Viewing

If time permits, and after viewing the video with full sound and images, consider these viewing alternatives:

- **Silent viewing:** Mute the volume to focus on visual cues, and then review the segment with the sound. Discuss how perceptions changed with the sound.
- **Sound only:** Darken the screen to focus on audio cues, and then review the segment with video. Discuss how perceptions changed with the video.
- **Jigsaw:** One group views silently, while the other group listens only to the soundtrack. Members from opposite groups collaborate to share their information and ideas. Alternately, one-half of the class, the “listeners,” sits with their backs to the screen while the other half of the class, the “viewers,” faces the screen. After the video segment, the listeners ask the viewers questions about what was happening, and the viewers answer the questions.
- **Freeze frame:** Pause the image to freeze the picture. Discuss new vocabulary, make further predictions and inferences, or have small-group discussions about connections to the concept, topic, or theme.



### After Viewing

- Students discuss and evaluate the video, expressing their reactions to the content.
- Students may ask new questions to guide further research.
- Students represent in various formats what they have learned.



## Suggested Pre-Viewing Activities

### Anticipation Guide

- 1 Ask students to complete the following questions before viewing the video, and to correct and discuss their responses after viewing.

#### Métis Communities in Manitoba: True or False?

Métis people in St. Laurent take part in ice fishing.

True

The Métis flag is green and white.

False

*The symbol is white on a blue or red background.*

English, French, and Michif are languages spoken in St. Laurent.

True

A bombardier is used for trapping.

False

*It is used for fishing.*

There is a museum display about Métis people of Manitoba at a museum in the United States.

True

Louis Riel died of old age in Manitoba.

False

*He was hanged in Saskatchewan.*

The fiddle is an important part of Métis music.

True

Manipogo is a legendary monster found in Lake Winnipeg.

False

*Legend says it is found in Lake Manitoba.*

Traditional and modern ways of life are evident in St. Laurent.

True

There are Métis cultural festivals in Manitoba communities.

True

### Suggested Vocabulary Activities

- 2 Present key vocabulary to students and discuss meanings, eliciting what students already know about the words and how they may relate to the theme.

Students may do a word search, using BLM #1 on page 10, and exchange predictions about how these words will be used in the video.



# Métis Word Search

B	N	K	W	L	E	I	R	S	I	U	O	L	G	G
O	O	O	D	A	L	Q	T	Q	G	R	S	F	N	E
M	I	R	G	N	S	O	S	N	F	T	T	I	I	H
B	T	B	W	O	Q	H	I	A	L	S	C	S	G	S
A	I	K	A	V	P	L	I	A	M	N	N	H	G	A
R	D	K	T	T	D	I	U	N	A	A	X	I	I	S
D	A	D	X	D	O	R	N	D	G	Y	D	N	J	H
I	R	E	I	D	E	C	E	A	E	T	K	G	U	I
E	T	F	R	N	T	R	H	B	M	I	O	N	T	S
R	L	P	T	U	A	T	H	E	G	N	T	N	L	W
D	A	K	K	U	T	R	A	P	P	I	N	G	D	E
T	R	E	Q	N	T	L	U	D	N	F	O	E	F	C
N	O	S	A	E	R	T	U	G	D	N	G	H	I	N
K	C	O	N	N	A	B	T	C	W	I	P	U	B	W
G	A	B	R	I	E	L	D	U	M	O	N	T	D	B

BANNOCK  
BATOCHÉ  
BOMBARDIER  
CULTURE  
DAMAS  
FIDDLING  
FISHING

GABRIEL DUMONT  
HUNTING  
INFINITY  
JIGGING  
LOUIS RIEL  
MANIPOGO  
ORAL TRADITION

SASH  
STLAURENT  
SQUARE DANCING  
TRAPPING  
TREASON  
WASHINGTON DC



# Métis Word Search: BLM #1 Key

B	N	K	W	L	E	I	R	S	I	U	O	L	G	G
O	O	O	D	A	L	Q	T	Q	G	R	S	F	N	E
M	I	R	G	N	S	O	S	N	F	T	T	I	I	H
B	T	B	W	O	Q	H	I	A	L	S	C	S	G	S
A	I	K	A	V	P	L	I	A	M	N	N	H	G	A
R	D	K	T	T	D	I	U	N	A	A	X	I	I	S
D	A	D	X	D	O	R	N	D	G	Y	D	N	J	H
I	R	E	I	D	E	C	E	A	E	T	K	G	U	I
E	T	F	R	N	T	R	H	B	M	I	O	N	T	S
R	L	P	T	U	A	T	H	E	G	N	T	N	L	W
D	A	K	K	U	T	R	A	P	P	I	N	G	D	E
T	R	E	Q	N	T	L	U	D	N	F	O	E	F	C
N	O	S	A	E	R	T	U	G	D	N	G	H	I	N
K	C	O	N	N	A	B	T	C	W	I	P	U	B	W
G	A	B	R	I	E	L	D	U	M	O	N	T	D	B

- BANNOCK (7, 14, W)
- BATOCHÉ (3, 4, SE)
- BOMBARDIER (1, 1, S)
- CULTURE (9, 14, NW)
- DAMAS (12, 7, NW)
- FIDDLING (3, 9, NE)
- FISHING (13, 2, S)
- GABRIEL DUMONT (1, 15, E)
- HUNTING (15, 7, SW)
- INFINITY (11, 14, N)
- JIGGING (14, 7, N)
- LOUIS RIEL (13, 1, W)
- MANIPOGO (10, 9, NW)
- ORAL TRADITION (2, 13, N)
- SASH (15, 6, N)
- STLAURENT (12, 2, SW)
- SQUARE DANCING (3, 13, NE)
- TRAPPING (6, 11, E)
- TREASON (7, 13, W)
- WASHINGTON DC (4, 1, SE)



## During Viewing

1

Encourage students to notice both traditional and modern cultural elements as they watch the video:

- list the sports and recreational activities portrayed (e.g., canoeing, fishing, Terry Fox run, dancing, fiddling, tae kwon do, golf, summer fair water contests)
- take note of traditional and modern ways of life (e.g., clothing, music, dress, food, language, pastimes)

2

In the video, Yvon Dumont states that the Métis of St. Laurent do not *practise* their culture, they *live* their culture. Encourage students to observe examples of how the Métis people live their culture.

3

Provide students with an outline map of Manitoba (refer to BLM #2 on page 13) and ask them to indicate the location of St. Laurent and Lake Manitoba on the map.

4

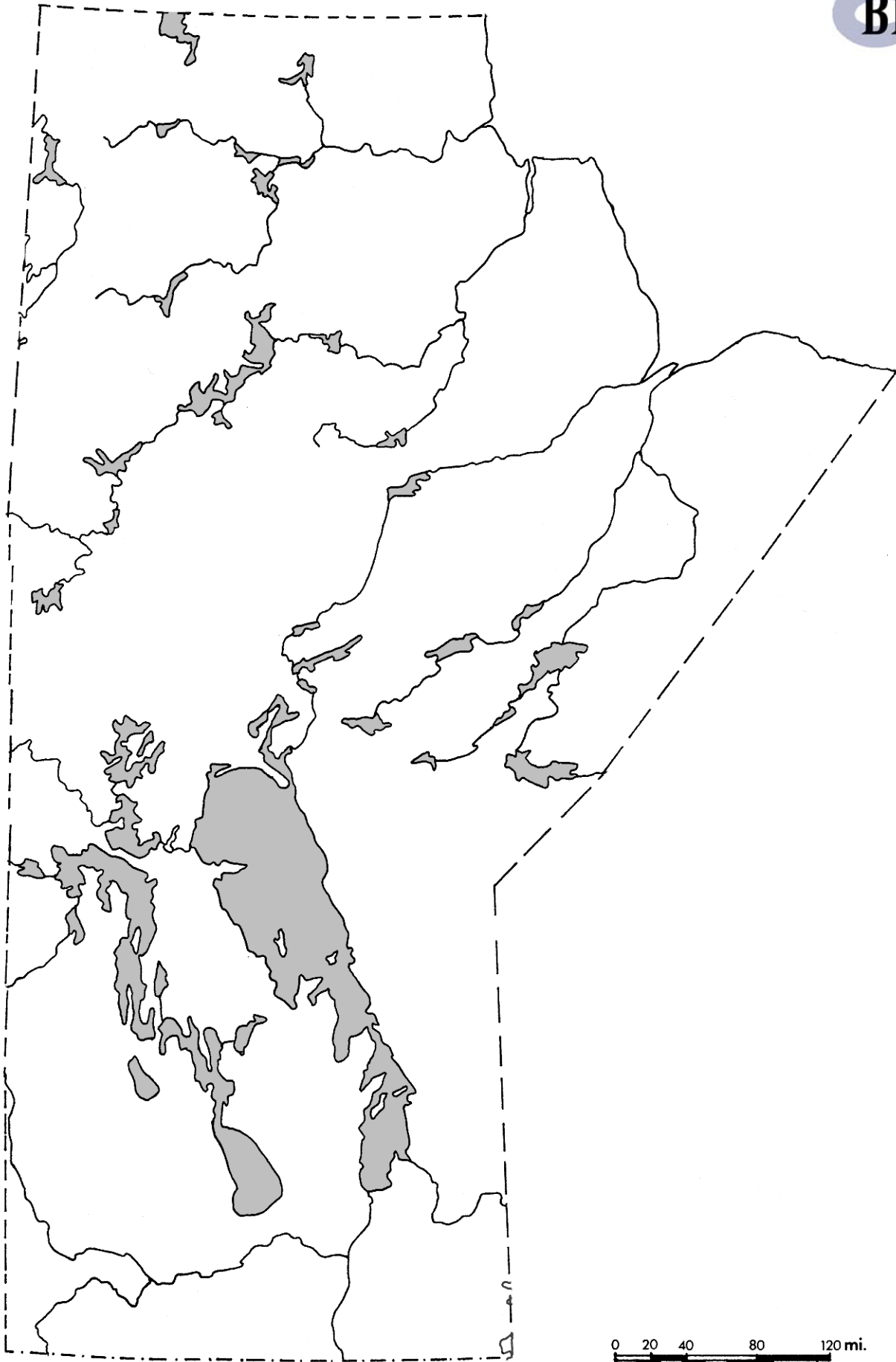
Encourage students to take note of one image in the video that stays in their mind. After the film, individual students draw that image. Then, students gather them together to create a composite collage representing St. Laurent.

Encourage students to note any French words they recognize. You may wish to guide them by giving them key words to listen for and explaining their meaning. For example:

- ✓ *Canadien français* — French Canadian
- ✓ *un bon ragoût* — a good stew
- ✓ *la chasse* — hunting
- ✓ *le renard* — the fox
- ✓ *la cuisine métisse* — Métis cooking









## Suggested Post-Viewing Activities

1

Ask students to create a colour image of the Métis flag and research its symbolic meaning.

2

Ask students to create a colour poster showing the Métis sash and explaining its uses and importance.

3

Louis Riel said, “My people will sleep for 100 years. When they awake it will be the artists who give them their spirit back.” Present this prophecy to the students and discuss its meaning. Ask students to find some examples of how this prophecy came to be true.

4

Generate a discussion about the Métis people, including who they are and where they originated. Ask students to gather biographical information about a Métis person who played a role in Manitoba history.

**For further details, consult:**

Métis Culture and Heritage Resource Centre (select biographies): <[www.metisresourcecentre.mb.ca/](http://www.metisresourcecentre.mb.ca/)>.

CBC Manitoba, Métis, A Nation Apart, Une nation à part : <[www.cbc.ca/manitoba/features/Metis/](http://www.cbc.ca/manitoba/features/Metis/)>.

5

As the video explains, following the Battle of Batoche, Louis Riel was tried for treason and executed. Have students find the meaning of the term *treason* in the dictionary. Divide the class into two groups. Ask one group to write a paragraph from the point of view of Sir John A. Macdonald, in favour of Riel’s execution. Ask the other group to write a paragraph from the point of view of Louis Riel, explaining why he felt that Métis resistance to the Canadian government was justified. Students may also work in groups to participate in a team deliberation regarding the question of whether or not Louis Riel was a traitor (refer to page 19 for *Suggested Guidelines for a Team Deliberation*).

6

Have students individually reflect on the DVD. Use BLM #3 on page 18 as a guideline.

### Examples

- Louis Riel
- Gabriel Dumont
- John Norquay
- Elzéar Goulet
- Cuthbert Grant
- Marguerite Monet
- Damas Carrière
- Yvon Dumont



### Some Métis communities mentioned in the video:

- St. Ambroise
- St. Leon
- St. Malo
- St. Vital (part of Winnipeg)
- St. Boniface (part of Winnipeg)
- St. Norbert (part of Winnipeg)
- Ste. Elizabeth
- Ste. Anne
- Marchand
- St-Lazare
- Ste. Agathe
- San Clara
- St. François Xavier
- St. Adolphe
- Norway House
- Lorette
- Cross Lake
- Duck Bay
- Ile des Chênes
- St. Eustache
- Ste-Geneviève

they are passed from generation to generation). Invite students to create drawings with captions that retell the legend of the fox or tell a story about another animal that is native to Manitoba.

9

Conduct a team deliberation on a controversial topic (e.g., Louis Riel, traitor or hero). See *Suggested Guidelines for a Team Deliberation* on page 19.

7

Ask students how to recognize the name of a Métis town. (As the video mentions, Métis community names often start with Ste. or St.)

Using a map of Manitoba, locate some Métis towns. Ask small groups of students to research a Métis town other than St. Laurent.

#### For further details, consult:

MMF Métis Settlements and Communities:

<[www.mmf.mb.ca/pages/educational/edupages/settlements.php](http://www.mmf.mb.ca/pages/educational/edupages/settlements.php)>

Manitoba Community Profiles:

<[www.communityprofiles.mb.ca](http://www.communityprofiles.mb.ca)>

Parks Canada, Batoche National Historic Site:

<[www.pc.gc.ca/lhn-nhs/sk/batoche/natcul/histo5\\_e.asp](http://www.pc.gc.ca/lhn-nhs/sk/batoche/natcul/histo5_e.asp)>

8

In the DVD, a teacher in St. Laurent tells students the legend of the fox's tail. Discuss with students the characteristics of legends, particularly Aboriginal legends (e.g., they are stories that explain or teach something; they often include animals or elements of nature as characters; they are usually told orally;







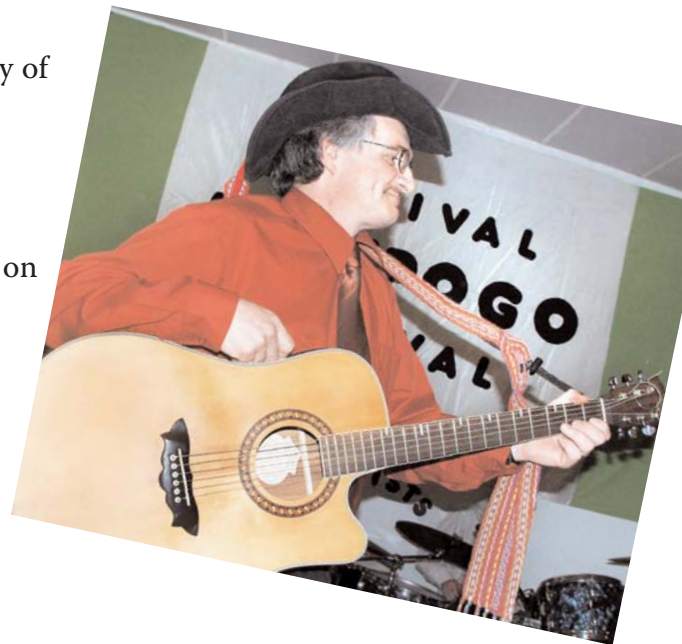
10

Arrange a field trip to a local site related to the history of Manitoba. See page 20 for a list of suggestions.

11

Explain to students that distinctive Métis culture and communities emerged during the fur trade period in Western Canada. Invite students to conduct research on Métis culture by assigning small groups of students a specific element to study, such as the following:

- entertainment and sports
- work
- the arts
- dress
- history
- food
- important cultural symbols



Students may use the information in the DVD alone or they could do further research to add details. (Consult the list of suggested resources at the end of this guide.)

Encourage students to include historical and contemporary details in order to describe the unique components of Métis culture. Students may share their research in a Carousel approach.

12

The DVD shows a variety of items from St. Laurent that are on display in Washington, D.C. at the National Museum of the American Indian. Discuss which items were chosen to represent Métis culture and why. Consider creating a classroom display of artifacts or images of artifacts representing Métis life in Manitoba.

13

Ask students to research the history of the bombardier and its inventor in order to create an illustrated poster about the topic.

Students may also do a visual comparison between a bombardier and a snowmobile.

**For further details, consult:**

Bombardier Museum: <[www.fjab.qc.ca/entrance.htm](http://www.fjab.qc.ca/entrance.htm)>



14

Ask students to research the Battle of Batoche, including the following:

- causes
- major participants
- date
- location
- results

The research information may be used to create and illustrate a class wall map or timeline.

15

Ask students to use a Venn diagram to compare the community of St. Laurent to another community in Manitoba.

16

This is a picture of the sign that welcomes people to the community of St. Laurent. It is also shown on the DVD. Initiate a discussion about what the sign conveys to students about St. Laurent. Ask students to note details about the community, its inhabitants, their culture and way of life, the location, et cetera.

Students may also be asked to design a welcome sign for their own or another Manitoba community.



# Post-Viewing Reflection or Discussion

<b>Video title and topic:</b> _____ <b>Date of viewing:</b> _____	
What did you see? Describe the images.	What did you hear? Record ideas or words that you recall.
How did you feel about what you saw and heard?	List some facts that were presented in the video.
Note one important thing you learned by viewing this video.	What questions do you have?
Did this video include primary sources? Describe them.	
Write a brief comment on each element to evaluate this video. <ul style="list-style-type: none"> <li>• Information:</li> <li>• Images:</li> <li>• Music:</li> <li>• Interest:</li> </ul>	





## Suggested Guidelines for a Team Deliberation

This strategy enables students to discuss an issue while applying skills for collaboration. In a team deliberation, unlike a formal debate, there are no winners or losers. Teachers may select one or two target skills, and provide indicators that describe what these skills would “look like” and “sound like” when practised successfully. The following sequence of steps is suggested.

- 1 Propose a question that lends itself to a *for* or *against* position.**

Ensure that students have access to information to support both negative and affirmative positions.
- 2 Determine teams and roles.**

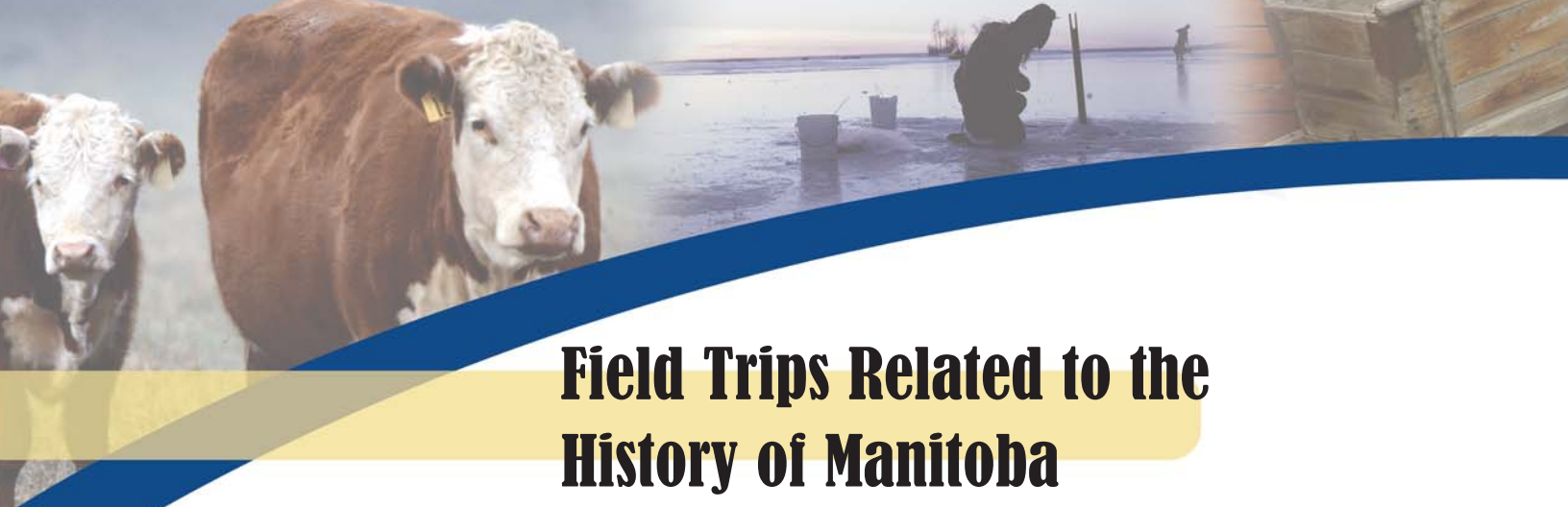
Place students in teams of four, assigning two students the affirmative position and two the negative position. Allow time for students to gather information, providing useful resources and guidance as needed.
- 3 Students prepare their initial statement or point of view.**

Students work with their partners to prepare a brief position statement, supported by evidence and solid reasoning.
- 4 Pairs present their statements.**

Each pair of students presents their position statement to the other pair in their team. No interruptions or comments are allowed.
- 5 Pairs switch affirmative and negative positions.**

Each pair now prepares and presents a short statement in support of the opposite point of view from their initial statement.
- 6 Groups of four make a collective decision.**

Each group examines the arguments and evidence, seeking consensus as to which position they find to be the most defensible.
- 7 Groups of four share their conclusions with the class.**
- 8 Individual students evaluate their collaborative skills.**



# Field Trips Related to the History of Manitoba

## 1 Theatre Presentation

June – September

*Sur les traces de Riel, In the Footsteps of Riel*, in the cemetery of the Cathédrale de Saint-Boniface



## 2 Musée de Saint-Boniface (St. Boniface Museum)

494 avenue Taché, (204) 237-4500



## 3 Riel House National Historic Site

[www.pc.gc.ca/lhn-nhs/mb/riel/index\\_e.asp](http://www.pc.gc.ca/lhn-nhs/mb/riel/index_e.asp)



*Parks Canada*



# Useful Sources of Information on Métis Communities and Culture

**Métis Culture and Heritage Resource Centre, Métis Flag:**

<[www.metisresourcecentre.mb.ca/history/flag.htm](http://www.metisresourcecentre.mb.ca/history/flag.htm)>

**Métis Culture and Heritage Resource Centre, History:** <[www.metisresourcecentre.mb.ca/history/](http://www.metisresourcecentre.mb.ca/history/)>

**Festival du Voyageur:**

<[www.festivalvoyageur.mb.ca/](http://www.festivalvoyageur.mb.ca/)>

**Hudson's Bay Company Digital Collection:**

<<http://collections.ic.gc.ca/hbc/>>

**Au pays de Riel (French website):**

<[www.shsb.mb.ca/paysriel/accueil.html](http://www.shsb.mb.ca/paysriel/accueil.html)>

**Manitoba Community Profiles:**

<[www.communityprofiles.mb.ca/](http://www.communityprofiles.mb.ca/)>

**Parks Canada, Batoche National Historic Site:**

<[www.pc.gc.ca/lhn-nhs/sk/batoche/natcul/histo5\\_e.asp](http://www.pc.gc.ca/lhn-nhs/sk/batoche/natcul/histo5_e.asp)>

**Métis National Council:**

<[www.metisnation.ca/](http://www.metisnation.ca/)>

**Manitoba Métis Federation, Educational Tools/Resources:**

<[www.mmf.mb.ca/pages/educational/](http://www.mmf.mb.ca/pages/educational/)>

**Manitoba Métis Federation, Métis Settlements and Communities:**

<[www.mmf.mb.ca/pages/educational/edupages/settlements.php](http://www.mmf.mb.ca/pages/educational/edupages/settlements.php)>

**Pemmican Publications:**

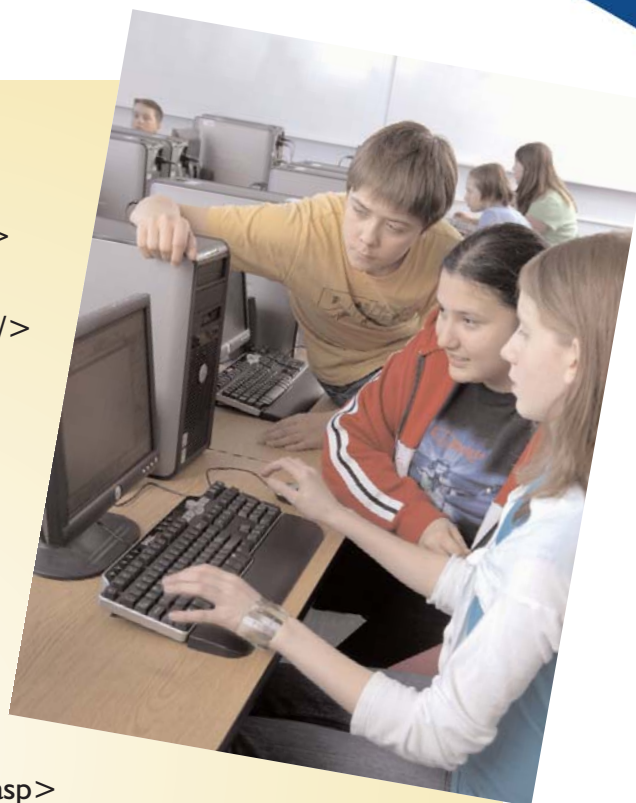
<[www.pemmican.mb.ca/index.htm](http://www.pemmican.mb.ca/index.htm)>

(list of books related to Métis culture and heritage)

**Louis Riel Institute:**

<[www.louisrielinstitute.com/](http://www.louisrielinstitute.com/)>

(resources and references for teachers)







Printed in Canada  
Imprimé au Canada