



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/>.

CBC Manitoba, Métis, A Nation Apart, Une nation à part : <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>

Manitoba Community Profiles:

<www.communityprofiles.mb.ca>

Parks Canada, Batoche National Historic Site:

<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;





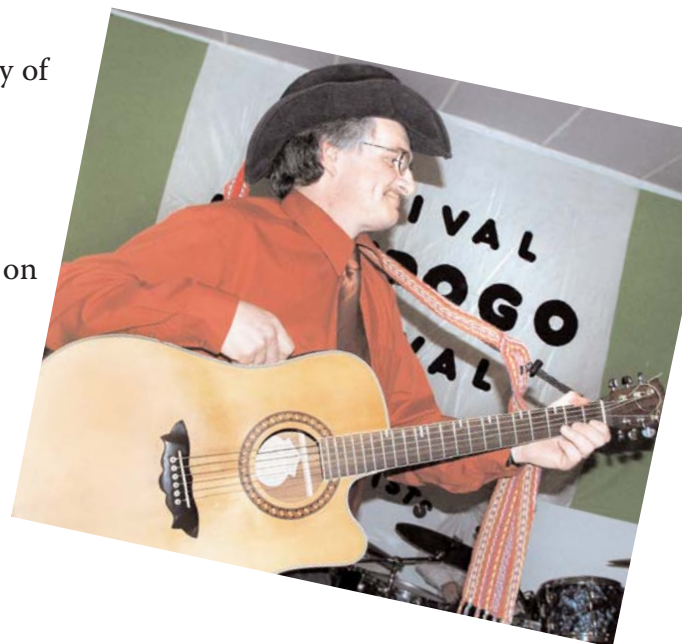
10

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>



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

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



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.**

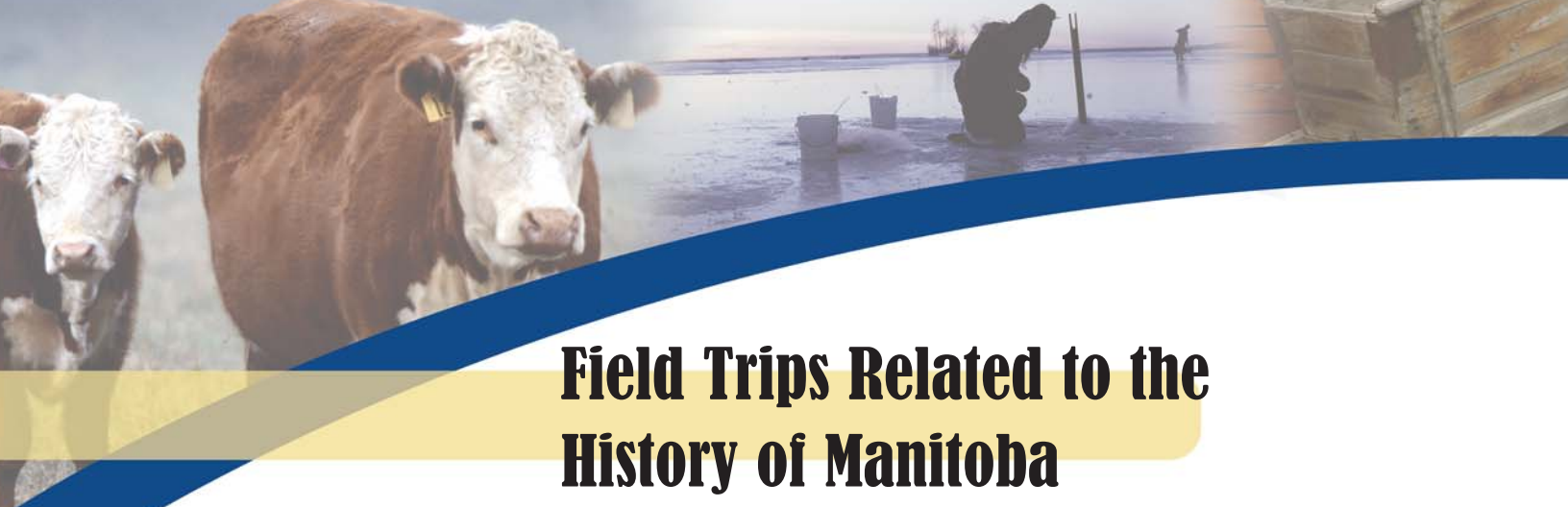
Place students in teams of four, assigning two students the affirmative position and two the negative position. Allow time for students to gather information, providing useful resources and guidance as needed.
- 3 Students prepare their initial statement or point of view.**

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



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>

**Métis Culture and Heritage Resource Centre,
History:** <www.metisresourcecentre.mb.ca/history/>

Festival du Voyageur:

<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>

Manitoba Community Profiles:

<www.communityprofiles.mb.ca/>

Parks Canada, Batoche National Historic Site:

<www.pc.gc.ca/lhn-nhs/sk/batoche/natcul/histo5_e.asp>

Métis National Council:

<www.metisnation.ca/>

Manitoba Métis Federation, Educational Tools/Resources:

<www.mmf.mb.ca/pages/educational/>

Manitoba Métis Federation, Métis Settlements and Communities:

<www.mmf.mb.ca/pages/educational/edupages/settlements.php>

Pemmican Publications:

<www.pemmican.mb.ca/index.htm>

(list of books related to Métis culture and heritage)

Louis Riel Institute:

<www.louisrielinstitute.com/>

(resources and references for teachers)

