

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.

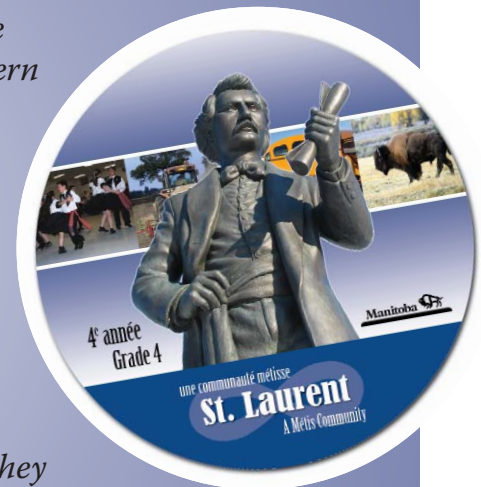
What strikes me about Saint-Laurent is how the community has managed to preserve a unique and appealing way of life that is based on the vibrant Métis culture. I had never experienced anything quite like it.

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.

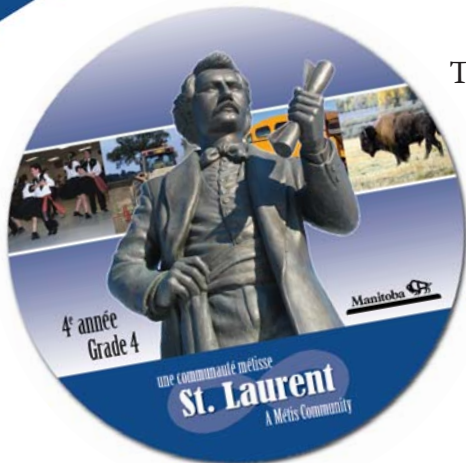
This DVD is about progressive people looking to the future while drawing strength from their rich heritage. This DVD is about the Métis spirit thriving in a small, ordinary—yet extraordinary—community.

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.

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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.

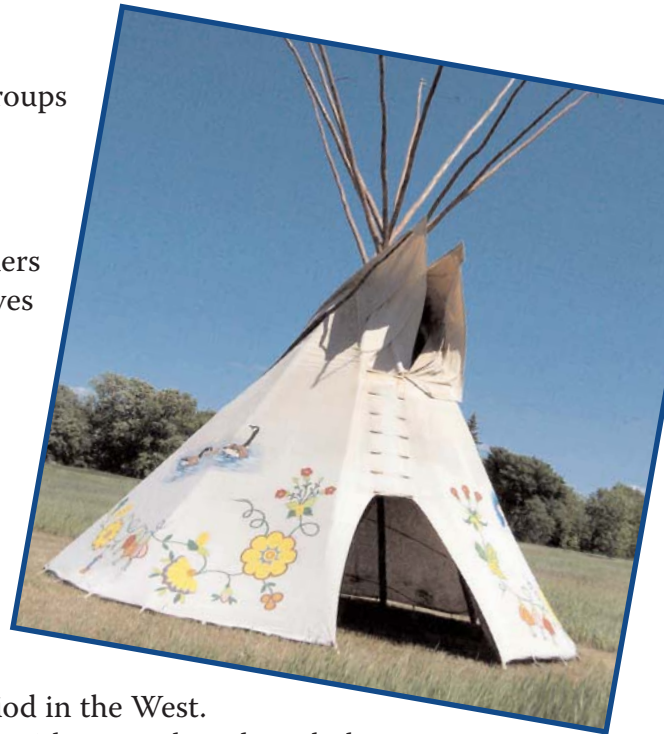


Segment 1: Teacher Notes

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.

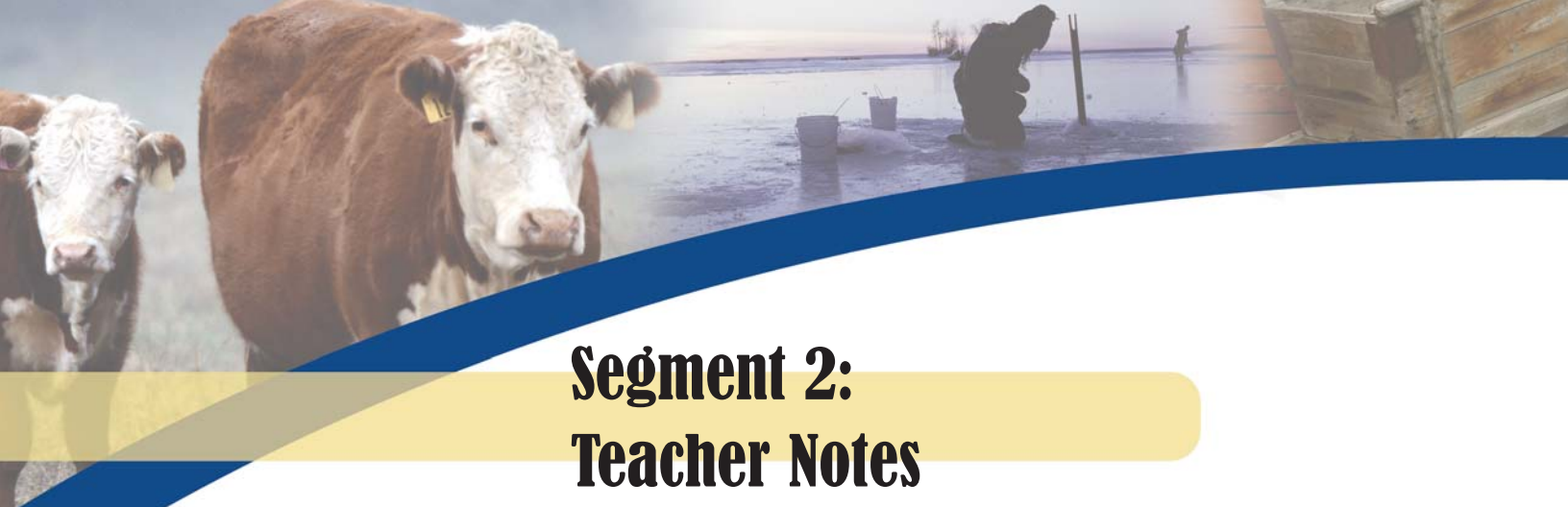
- First Nations are Aboriginal groups designated legally as Indians in federal law (the *Indian Act*). Some of these nations have signed treaties with the federal government, others have not. In Manitoba, First Nations people identify themselves by language group and are mostly Ojibway or Saulteaux (Anishinabe), 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/>

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.



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