



## General Guidelines for Viewing Visual Media (continued)

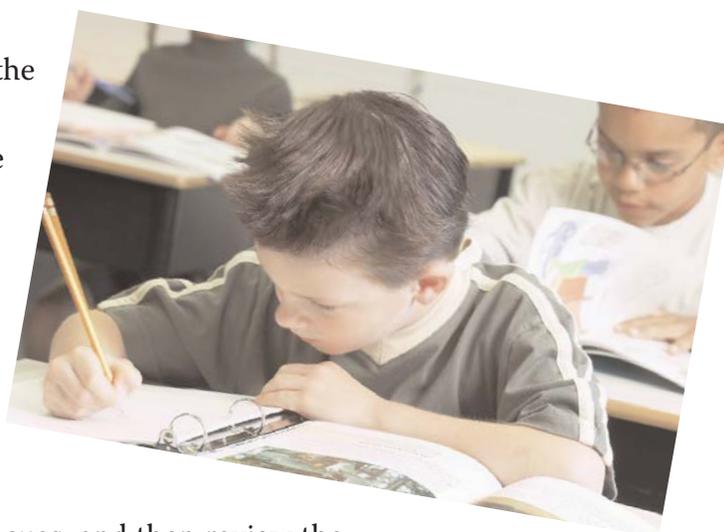
### Before Viewing

- 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

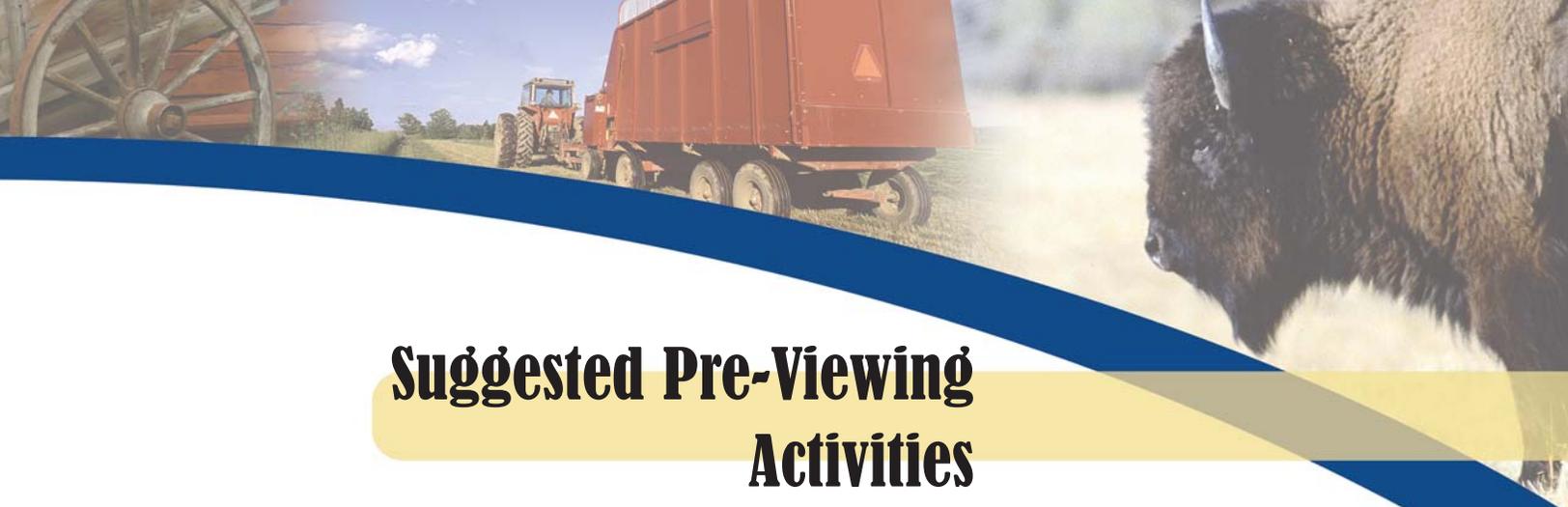
If time permits, and after viewing the video with full sound and images, consider these viewing alternatives:

- **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.	<input checked="" type="checkbox"/> True	
The Métis flag is green and white.	<input checked="" type="checkbox"/> False	<i>The symbol is white on a blue or red background.</i>
English, French, and Michif are languages spoken in St. Laurent.	<input checked="" type="checkbox"/> True	
A bombardier is used for trapping.	<input checked="" type="checkbox"/> False	<i>It is used for fishing.</i>
There is a museum display about Métis people of Manitoba at a museum in the United States.	<input checked="" type="checkbox"/> True	
Louis Riel died of old age in Manitoba.	<input checked="" type="checkbox"/> False	<i>He was hanged in Saskatchewan.</i>
The fiddle is an important part of Métis music.	<input checked="" type="checkbox"/> True	
Manipogo is a legendary monster found in Lake Winnipeg.	<input checked="" type="checkbox"/> False	<i>Legend says it is found in Lake Manitoba.</i>
Traditional and modern ways of life are evident in St. Laurent.	<input checked="" type="checkbox"/> True	
There are Métis cultural festivals in Manitoba communities.	<input checked="" type="checkbox"/> 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



