

La Mishow Wayayshhaywuk

The Big Rip Off



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Loss of a Land Base: Metis Land Disentitlement



Gabriel Dumont Institute
of Native Studies and Applied Research, Inc.

La Mishow

Wayayshhaywuk

~The Big Rip Off~

Loss Of A Land Base:

Metis Land Disentitlement

A TEACHER'S RESOURCE GUIDE

Created by
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# **METIS SIMULATION OF LAND DISENTITLEMENT**

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# **METIS SIMULATION OF LAND DISENTITLEMENT**

## **Simulation Overview**

This simulation is a learning resource designed to teach students about the Metis Land Disentitlement which preceded the Metis Resistance of 1885 at Batoche. Additional activities are designed to provide students with a basic knowledge of Metis history, culture and lifestyles and can be done following the simulation. The simulation is a school based learning experience which ideally requires a half day to complete.

## **Objectives of the Simulation**

The objectives of the simulation are to provide a learning experience which:

- conveys the events leading to the Metis Resistance of 1885 from a Metis perspective
- gives students the opportunity to similarly experience the injustice, oppression and frustration the Metis did when their land was disentitled
- requires students to utilize decision making skills, work cooperatively, and provide leadership under pressure
- makes students aware that having a just cause, careful planning, quality leadership and utilizing due process do not necessarily effect the desired outcome
- illustrates that events which seem outrageous have and do occur
- will motivate students to critically examine all reports and accounts for facts and perspective
- compares and contrasts models of leadership and democracy
- motivate students to learn more about Metis history, culture and lifestyles

## **Simulation Checklist**

In some cases you may wish to discuss your plans with the school administration to ensure that they are fully aware of what will take place during the simulation.

### **1. Teacher Preparation**

Familiarize yourself with Metis history, including accounts from a Metis perspective and this teacher's resource guide.

Arrange to order resources for loan or purchase.

Assemble materials required for additional activities selected.

Make bookings for guest or field trips.

### **2. Cooperating Class**

Enlist the cooperation of a colleague and decide when the cooperating class briefing and the simulation will occur. The teachers may decide to do the briefing just prior to the simulation to ensure the designated class does not learn of the simulation beforehand.

### **3. Document Preparation**

Prepare the necessary documents (included in this resource):

- a. the mock permit
- b. the instructions and responses for the cooperating class (give to the "surveyors" during the briefing)
- c. the settlements (2) (give these to the cooperating teacher. The leader of the "surveyors" will decide who will give them to the delegation from the designated class).

You should now be prepared to brief the cooperating class and conduct the simulation.

## A. Preparing for the Simulation

### I. Resources

The facilitator of the simulation must have a working knowledge of Metis land disentanglement from a Metis perspective. The majority of what has been written about the Metis land disentanglement has achieved its right to be published by being politically correct in its perspective. That is to say, it is likely to support the government's historical records of what happened, and will use terminology such as rebellion and rebels to support the government's take over of Metis lands. Although many current accounts have attempted to present a more balanced view of what happened, most will still tend to report what occurred from a non-Metis perspective, and are unlikely to provoke any critical examination of other views. To ensure the facilitator can balance any previously learned perspectives with those of the Metis, it is recommended that as many as possible of the following resources be previewed:

1. Racette, Calvin, *Metis Development and the Canadian West*, Regina: Gabriel Dumont Institute, 1985.

This resource is recommended for student use at the secondary level, but will provide the facilitator with valuable information and perspectives. Teachers will find the organization of the five books useful when modifying and adapting the vocabulary, discussion questions and/or assignments to the needs of their students. The following excerpts from the books provide more detail:

#### Series Overview, p.3

"This series of five books examines the development of the Metis culture and the role of the Metis in western Canada from the seventeenth to the nineteenth centuries".



Organization of the Books, p.3Each book contains:

- the objectives of the book
- a brief summary of the content
- a content section which incorporates a number of primary documents
- endnotes which indicate the source of the quotation used
- a vocabulary list which defines selected words from the content section **in this print**
- questions which can be used either for discussion, research or assignment purposes
- a recommended reading list.

2. Pelletier, Joanne, *Metis Historical Booklets*, Regina: Gabriel Dumont Institute, 1985.

This resource consists of a series of six booklets titled:

THE SKIRMISH AT SEVEN OAKS  
 RED RIVER INSURGENCE 1869-70  
 THE NORTH-WEST RESISTANCE OF 1885  
 THE BUFFALO HUNT  
 LOUIS RIEL  
 GABRIEL DUMONT

The booklets are recommended for use at the middle years level, and are of a size and format most students from Years 4-8 would be comfortable with. The booklets contain fewer photographs and more illustration than the *Metis Development and the Canadian West* series, and do not have the vocabulary lists or discussion/assignment questions. Each booklet does contain footnotes and a bibliography.

3. Farrel-Racette, Sherry, ***The Flower Beadwork People***, Regina Gabriel Dumont Institute, 1991

This book is a colorful and beautifully illustrated resource. The text is lively and descriptive and gives the reader a glance at Metis history, culture and lifestyles from their origin to the present. Students at the Year 4 level would be able to read the book themselves, and younger students would enjoy having the story and illustrations shared with them.

***The Flower Beadwork People*** was originally published in 1985. Schools which also have the original version will find the audiotape which accompanies it enjoyable for its stories and fiddle music.

4. ***The Metis: Two Worlds Meet*** (36 study prints), Gabriel Dumont Institute.

This resource is best described in the Notes to the Teacher found on page 2 of the Teachers Guide which accompanies the prints:

***The Metis: Two Worlds Meet*** is a set of 36 study prints describing various aspects of Metis lifestyle. The series is intended as resource material to be used in conjunction with relevant units of study. While the series describes the many aspects of Metis culture, it is not a chronological account of events. The study prints are arranged topically and the teacher should determine the appropriate grade level and particular conceptual framework within which each study print or set of study prints could best be used.

The prints have been divided into seven different subject groupings for ease of reference. The text contained on each print has been reproduced in the teacher's guide. The guide also contains discussion questions and suggested activities. These discussion questions and learning activities provided in this manual are not intended to be the basis for an indepth study but are there only to serve as examples from which the teacher and students can build a unit of study and generate more questions and activities".

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The subject groupings of the study prints are:

1. Homes and Lifestyles
2. Clothing
3. Transportation
4. Work
5. People: Men
6. People: Women
7. Political Events

5. ***Saskatchewan Historical Atlas of Aboriginal Settlement***, Gabriel Dumont Institute, Saskatchewan Education.

Although this resource is designed to support the Native Studies component of the Division IV Curriculum, it is useful for teacher reference at any level. Of particular interest to the study of the Metis, the resource contains maps for the Red River Settlement of 1870, Metis Dispersal 1870-1880, Metis Settlement 1885, Metis Dispersal 1885-1890, and a list and map of the current regions and locals of the Metis Society of Saskatchewan. The history of specific aboriginal groups within Saskatchewan can be traced because of the chronological nature of the resource. The resource can be copied for classroom use.

6. McLean, Don, ***FIFTY HISTORICAL VIGNETTES: Views of the Common People***, Regina: Gabriel Dumont Institute, 1987.

These vignettes provide glimpses of Metis history and are short enough for each student to prepare one or several to share with the class by reading or retelling them in their own words. The students may also group them according to people, lifestyle, history, etc.

7. Sprague, D.N. and Frye, R.P., ***The Genealogy of the First Metis Nation***, Winnipeg: Pemmican Publications, 1983.

Many students will be able to find their surnames even if they are not Metis. For those who are, they can trace their genealogy, completing it to the present. Students may also profile the genealogies of well known Metis.

## II. Preparing the Cooperating Class

Ideally a cooperating class will be enlisted to assist with the simulation so they appear to be a group separate and apart from the designated class. It is also beneficial if they are older so they are somewhat intimidating. Only a group of about eight students is required although this is variable. A small group will keep "the secret" of the simulation more successfully than an entire class.

You can ensure your colleague that the cooperating class will be involved in the following ways:

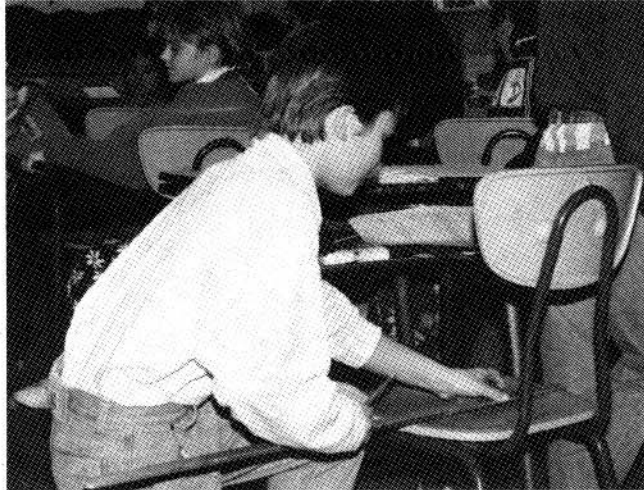
- **prior briefing of their role in the simulation** (5 minutes)
- **"surveying" of the designated classroom** (5 minutes)
- **a visit from a delegation from the designated class** (3-4 minutes)
- **transfer of the settlement terms to the designated class** (1 minute)

Only fifteen minutes is required in total, which will allow the cooperating class to proceed with their normal routing. Students from the cooperating class usually enjoy their role in the simulation.

Use the "Instructions for the Cooperating Class" handout enclosed in this resource. It may not be necessary to give each student a copy of the handout and the teacher may choose to go over the instructions orally with the class. A group of eight surveyors can speak a language unfamiliar to most of the designated class. A simple phrase will do, even if it translates to something unrelated to the simulation.

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This will be used after about 4-5 minutes of "surveying" to signal the others to return to the class. If a spoken signal is not possible, ask the surveyors to invent a non-verbal signal. Tell the surveyors that about 15 minutes after class has started they are to boldly enter the designated classroom and survey it by measuring desks and communicating as little as possible with students from the designated class. They can expect two subsequent visits as outlined in the handout, and should use the responses provided.



### **B. Conducting the Simulation (90 minutes)**

1. The facilitator can be a person unconnected to the designated classroom, but in all likelihood will be the classroom teacher. The classroom teacher should monitor the students' reactions carefully. If any student appears to be over-reacting to the simulation, the teacher should quietly take them aside and tell them not to worry, that the class will try to work things out. If the students are fully aware that they are doing a simulation they will not experience the same feelings, or react in seriousness. It is important for the facilitator to stay neutral and ensure they are perceived as a transmitter of information. This is more easily accomplished if the facilitator says he or she is simply following orders, only knows as much as is being told, and cannot jeopardize his or her job by taking sides. The facilitator will begin the simulation by entering the designated classroom and asking if they know why the other students were in their classroom. Responses will vary, but are likely to include:

"they were measuring our desks",

"I don't know, they didn't say",

"I asked them but all they said was ....(ambiguous response)".

Tell the students that you have been sent to make an announcement. "The rules have been changed, and at the end of the school day, (the cooperating class, called by the name familiar to all, for example, Mrs. Adam's Year

Eights) will be in control of this classroom, your desk, and the space it is occupying on the floor unless you have an official permit (Appendix C) for it". In cases where the students are unfamiliar with the term "permit", you may draw analogies to driver's permit, parking permit, etc. Tell them that you will record who has a permit and who has not. When queried about the permit, show them the one you made using the master provided in this resource. Be sure it is as official looking as possible so students don't try to quickly copy one by hand. They will want to know why this is happening to them. You should respond that you don't know why, but that you are able to assist those without permits with their move. Wait a few seconds for them to show their permits. You may even add "If you'll get out your permits, I'll record your names". Act shocked that they don't have them.

I will refer to the oppressive class as the Year Eights throughout the rest of these instructions, although this will vary depending on your selection of a cooperating class. Tell your students the Year Eights have agreed to let them use part of the classroom to complete their school year. Select a

"road allowance" area which will crowd the students, be uncomfortable and make it difficult for them to learn.

Have the students assemble within the boundaries of that space. Ask the students what they expect the rest of the school year will be like in this space.



Typical responses are:

- "We'll be too crowded. There's no place to sit",
- "We'll talk too much and we won't learn anything",
- "We might cheat because we're so close together",
- "I don't have my books or supplies".

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Commend the students on their insights and tell them that since the take over doesn't go into effect until 4 p.m., you are able to give them 30 seconds to get whatever they think they will need to learn until the end of the year. Be strict with the time ensuring that each student returned to the allocated area once the time is up. This portion of the simulation is disruptive and messy but worth the effort because it will later make it clear that if you are forced to vacate your "home" on short notice it is difficult to remember everything that is important, and to gather and transport it.

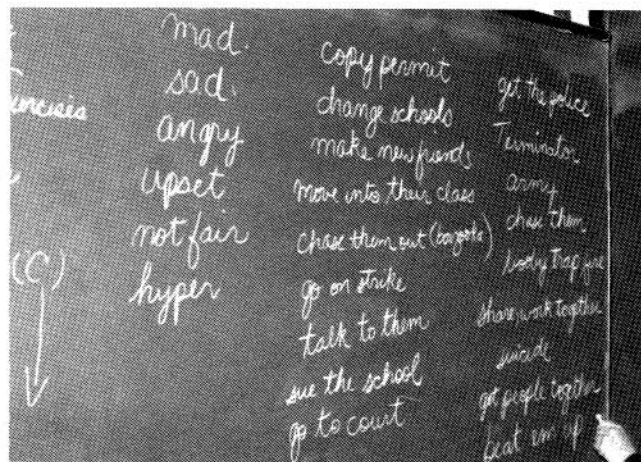
The students will complain that they are now even more crowded, that they have no where to put their belongings, and that they have forgotten something. Ask the students to tell you what they forgot that they wish they had. Typical responses include:

- "my jacket, it was hanging on the back of my desk",
- "my sports cards",
- "my pencil crayons",
- "my running shoes".

Comment that the situation doesn't look like it will work out. Ask if anyone would like to get to the bottom of it and find a solution. Be clear that although you are unable to solve the problem for them, you are able to assist them in solving the problem themselves before the end of the day.

To maintain the covert nature of the simulation, suggest that they close and perhaps lock the door, and cover the door window if there is one, to prevent the Year Eights from realizing that a counter plan is being made.

Ask the students how they feel about what has happened? Do they have questions they want answered? What they would like to do about it? Record their responses on chart paper or on the black board. Although the most common general response is to stop what is happening, more specific ones typically include:



**feelings:**

anger, frustration, sadness, bewilderment, worry, fear

**questions:**

Why do they get to take us over?

Who gave them permission?

Why weren't we informed about the permits?

How do you get a permit?

Why did they choose our classroom?

What do they want it for?

Where are we going to learn?

**actions:**positive

get our room back  
get a permit  
talk to them  
get our parents involved  
phone the police

negative

blow them up  
have a war  
booby trap the room  
quit school  
do it back to them

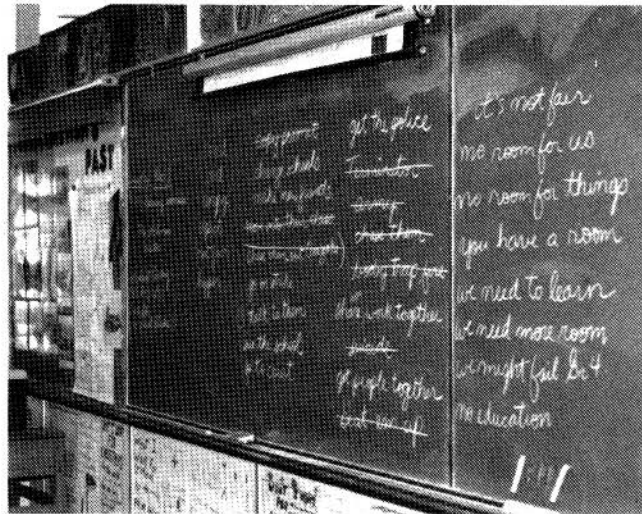
Ask the students if they consider themselves to be law abiding citizens. The majority of students will respond "yes". Ignore the few who will say "no" to impress their friends.

Ask how many of them reside at a place that was previously occupied by someone else. Most students will be. Ask them what they would do if they found the former occupant inside their residence when they go home today. The students will say they would tell them to leave or get out, or phone the police. When you ask why they would do that, the students will answer that the former residents no longer live there. Ask what gives them the right to live there now. They may not have the right terminology, but you can lead



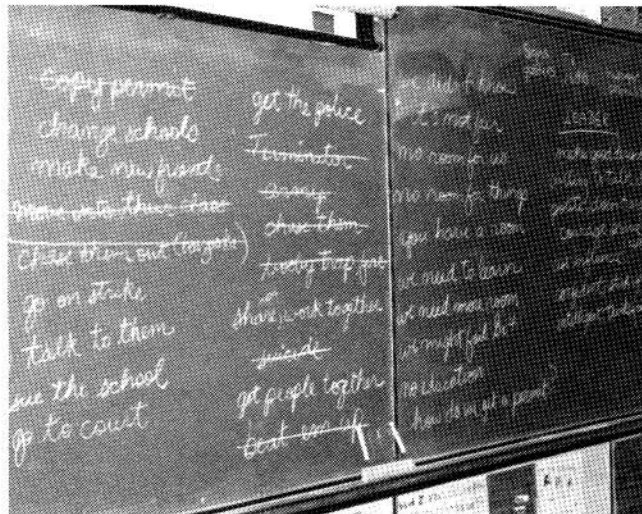
them to responding that a rental lease, house title, etc. "permit" them to live at their residence, and is therefore a type of permit. Finish this portion of the simulation by stating that if they do not vacate their desks by 4 p.m. today, they will be like the former residents of their homes, and would be breaking the law if they returned without permits.

Now say that in order to remain law abiding citizens, they should determine which of their suggested actions are legal and which are not. Define a legal action as one which does not break the law, and in which no one is hurt. This will lead to categorizing their responses as above.



Now the students must come up with more legal and safe strategies. You can elicit these by asking what adults who want change do. The students will be anxious to carry out their suggestions. You should now ask what type of responses they can expect if they go en masse to the other class. Probably not a good one. Suggest that they determine **what** they should do first, and **who** should do it.

Although they may suggest a drastic measure like calling the police, ask them if there is anything they can do right now, locally, which if successful would make the other measures unnecessary. This will bring them back to their list of suggestions from which they should choose actions they can take within the school, immediately.



Typically their responses will include:

get our room back by:

**immediately:**

finding out how to get a permit

talking to them

**and making back-up plans to:**

make a petition

picket

write letters

contact the media

have an election

phone influential people

contact a lawyer

contact a politician

Most of the students will want to be part of the group that talks to the Year Eights. Ask them what leadership qualities the persons who go should have. The answers will include:

be a good speaker

be able to think quickly

be determined, intelligent

be able to represent us well

be brave, and not frighten easily

The students will quickly suggest that you have an election to determine who should go. Students usually prefer a smaller delegation of four people, two girls and two boys. You must then conduct a mini-election. Remind the students that they should make their selections carefully and set popularity and friendships aside for the qualities they have just listed.

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The election is facilitated more easily if you have a few ground rules beforehand:

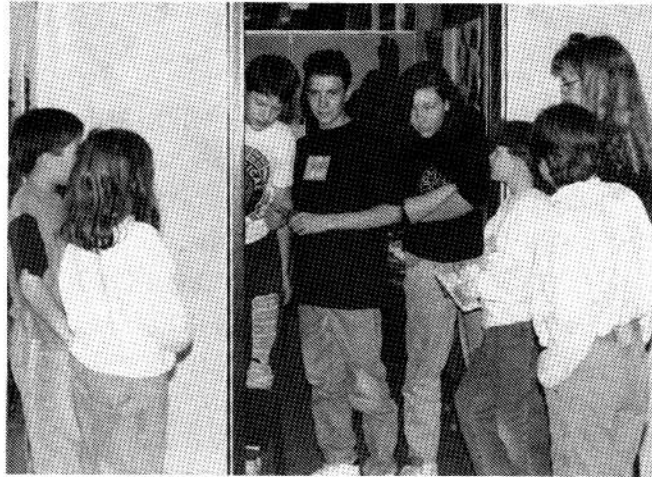
- In order to make a nomination, check first that the nominee is willing to accept the responsibility of being elected.
- Each student may make only one nomination.
- Each student will be able to vote four times, twice each for girls' representatives, and twice each for boys' representatives (providing they have selected four as the total number of delegates). In other words, they will be able to raise their hands four times in total.
- Students will vote by keeping their heads down and their eyes covered and raising their hands when they hear the names of those they wish to vote for. Tell the students anyone who is peeking will be disqualified from voting, and do it.
- After the delegates have been selected, congratulate them and thank the other candidates for running reminding them that they all possessed leadership qualities.

The delegates will be anxious to go, so you will have to ask them what they are going to say. With younger students they will not have thought too much about this. Have the class suggest what they might say. The delegates will likely divide the responses among them so they each have something to say. Typical suggestions include:

- We want our room back. We were here first. It's not fair!
- We've been here since school started and never needed a permit before.
- We have a right to an education.
- No one notified us about the permits. We didn't receive permits.
- Telling us today is insufficient notice.
- How can we get a permit? Can we see your permit?
- Why don't you choose an area of the school which is not being used?
- Any decisions which will affect us should involve us from the start.

You may suggest that the rest of the students organize themselves to start on the back up plans. Students can make posters, write letters, decide which influential people to contact, which media, and write their petition and begin collecting signatures. Stall anyone who wants to telephone or go home by saying that first we'll see if that will be necessary or not because the situation may be resolved through the actions being taken right now.

On this first visit to the Year Eights, the student delegation will be greeted with the "bureaucratic shuffle" of responses provided to them earlier on the "Responses to Give the Designated Class" handout (Appendix E) included in this resource.



The student delegation will return very frustrated and disillusioned. They may experience some negative backlash from their peers who were counting on them. When the students ask the delegates what happened, they will repeat some of the responses, most notably, "they say we need an appointment".

They are likely to comment that they didn't understand much of the other comments made by the Year Eights. Someone will suggest that they go back and make an appointment. With renewed enthusiasm, the delegation will head out only to return with the "settlement" given to them by the Year Eights. The settlement consists of two printed sheets of paper included in this resource (Appendix F).

The students will be anxious to know what it is but will be amazed to see that it is unintelligible to them. Reactions will include, "How are we supposed to know what it says", "maybe we can read it if we look at it in the mirror". Allow the students a few minutes to examine the documents and even to try their mirror reading if they suggest it. When they ask you if you know what it says, answer "no, but I do know that they are offering you either land or money for your desks and the space it occupies, and that you are to decide which one you want to sign". Some students will refuse to sign either, suspecting a trick, while others resign themselves to one or the

other. Some students will sign both. Once this has been completed inform the students that the land settlement is a square kilometer of land in Eritria, a country in Africa, and they will have to find their own means of getting there. Those who settled for money will receive an Eritrian dollar, which is less than a Canadian dollar. Those who signed both have just broken the law and will be dealt with accordingly. Those who didn't signed are disenfranchised and no longer exist or have rights in the eyes of the new rulers.

The students will be utterly indignant at this point as they realize that even their safe, legal attempts to be heard are fruitless. At this point the students should be informed that they have just taken part in a simulation. Some students may not know what a simulation is or why it was done. You can ask them if they hope to obtain their driver's license someday, and if they will take driver training in a simulator. Most will answer affirmatively. Ask why it is a good idea to learn to drive in a simulator. The students will respond that it gives them risk-free practice doing something that could have serious consequences if they made the same mistakes in real life. They will also be better prepared for similar situations which really do occur later. Someone will ask if it was a joke. Ask them if they thought it was funny. They will say no, at which point you can add "then it's not a joke". Tell the students that this **has** really happened, and that after recess you will tell them how. Tell the students not to confront the surveyors as it was only a simulation.

### C. Debriefing the Simulation (60 minutes)

When the students return to the classroom, the facilitator will parallel the events which occurred during the simulation with those which occurred with the Metis. Drawing these parallels, using the study prints from ***The Metis: Two Worlds Meet***, will enhance the process as the students can make visual associations with Metis culture and history as the story unfolds as follows:

1. A sudden rule change from those in charge. Permits are now required to own and occupy land. Only those who changed the rule know about this, and no notice is given to those who don't. (***The Metis: Two Worlds Meet***, study print 7.1, T. Guide p. 13)

2. Surveyors appear at the homelands of those people without permits. Language differences present a problem, although information is not forthcoming anyway.
3. The group without permits finally learns what is happening and makes plans to rectify the situation through due process of safe, legal means.
4. Quality leadership is chosen and assists with preparing a platform and response of reasonable rights and justification. Non-violent strategies which are safe and legal are planned. An established election process exists. (*The Metis: Two Worlds Meet*, study prints 5.4, 5.5, T. Guide p. 10)
5. The group without permits are unable to be heard and soon realize that the group in charge is unwilling to consider their needs and rights.
6. The group in charge offers the permitless group several settlements which are in a language unknown to them. Some frustrated members of the permitless group resign themselves to those options, some drop out and move away, some resort to illegal means, and some are determined to continue to fight for their rights.
7. The settlements turn out to be a bad deal for those who took them. Speculators and entrepreneurs capitalize on the misfortunes of those who did. Those who didn't settle are disenfranchised or become fugitives. Those still defending their rights are considered to be rebels and traitors.
8. Those without permits who relocated have a brief reprieve and come to realize that the group in charge plans to do the same thing at the permitless group's new homeland. As the oppression continues, those without permits realize that in spite of having quality leadership, just cause, and safe and legal means of defending their rights, they have little or no chance of succeeding with those resources.
9. Armed resistance now seems to be the last resort. The resistance which ensues is deemed a rebellion by those in charge. Anyone who took part is dealt with as a traitor. Written accounts are published at the discretion of those in charge and therefore are written from a perspective only they condone.
10. The group which resisted are now homeless again. Their rights are ignored by the group in charge. They are discriminated against by the group in charge.

## D. Activities to Follow the Simulation

### 1. Completing the Plans

The students can complete the plans they made during the simulation by:

making posters, placards

writing articles

listing media and people to contact by phone or mail

role playing telephone conversations, confrontations

writing the letters and petitions

### 2. Telling What Happened

The students can write or tape their account of what happened during the simulation, what happened to the Metis, and their reactions to each.

### 3. Using the Study Prints

The study prints in *The Metis: Two Worlds Meet* can be used in several ways:

#### A. Learning Center

A learning center can be made by grouping the appropriate study prints according to the themes of the prints as outlined on page two of the Teacher's Guide. The discussion questions for each theme can be copied to accompany each group of cards, although they should not be reproduced for any purpose outside the use of the study prints. The teacher may wish to modify or paraphrase the questions to suit the ability of the students.

The students can study the prints individually or in groups and may find it useful to follow a checklist which can be made by copying the overview of the Study Prints found on page two of the Teacher's Guide. Each block of time allocated to this purpose can be used to study a different theme.

#### B. Oral Presentations

The class can be divided into seven groups so each one has a theme. The teacher will decide whether the students can choose a theme or whether they will be assigned. Each group will be responsible for learning about the cards by knowing what is on them, and by being able to answer the questions pertaining to their theme. They will be required to make a presentation to the rest of the class using the study prints so they can teach each other about the various themes.

#### 4. **Metis Finger Weaving**

The students will gain an appreciation for the art of Metis finger weaving by completing a small project. A first project of a simple book mark is a good start because it can be completed by most students and will be less frustrating as students learn to weave. When all the students use the same color and design it is easier to teach and to work with students who need individual assistance. A small project will keep the cost of materials down as well. Once this artform has been learned the students may wish to try making a sash and it will be at the teacher's discretion to decide who should supply the wool and whether the students can handle some other weaving designs. A kit titled Metis Finger Weaving is available from the Gabriel Dumont Institute.

#### 5. **Flower Beadwork and Embroidery**

***The Flower Beadwork People*** will be used to:

- provide students with a baseline knowledge of the Metis, who they are, and their history and culture,
  
- provide students with a vocabulary for the above and will also serve as an example of how to add and define other words and terms from related resources, and



-provide students with visual images of the Metis to serve as examples of a style of artistic expression they can emulate to depict other scenes of Metis history, lifestyle and culture.

The students can subsequently make patterns by drawing beadwork and embroidery designs. The students may wish to make these designs on outlines of moss bags, moccasins, capotes or mittens.

The students can depict Metis culture and lifestyles with goache paintings.

The students can use the section titled "Vocabulary Words" to make some of the cards for the gameboard (Activity 10).

## 6. A Glimpse of the Past

The stories in *Fifty Historical Vignettes* are short enough that each student could prepare to read, or paraphrase and tell about one of them. The students could also tape their selections for future listening. Alternatively, the teacher could read a number of them each day depending on the focus of study of the Metis for that day.

## 7. The Roots of the Metis Nation

Metis students will take pride in tracing their origins in *The Genealogy of the First Metis Nation*. This may be difficult for some students, as early record keeping was not as accurately kept as it could have been. However, students with surnames from the book may be related to those entered, and Metis students who cannot find their name in the book are validated as Metis despite this absence. All students will find it of interest as the book chronicles the Metis presence in Canada and the fact that their homes were registered long before the changes which lead to their land disentanglement. The use of this resource will reinforce the concept of the Metis being one of the First Peoples of Canada.

## 8. Role Model Visitation

If at all possible, invite a Metis role model to speak to the class. Your students' families will be the first place to look. If you live in a community with a Friendship Center they may be able to provide leads. This will increase the students' awareness that the Metis are a viable, contemporary culture.

## 9. **Batoche Visit**

A visit to Batoche, although somewhat cost prohibitive, is an excellent way to bring the study of the Metis to life for the students. There is an educational program for school visitations and interpretive staff is available. Visitations should be booked with the park to ensure the students receive a full program.

## 10. **Metis History and Culture Gameboard**

Ideally students will make all parts of the gameboard. The students should work on the game board in small groups as this is how it will be used once completed. They will compose the questions and answers from what they know, which will require them to think about what they have learned and synthesize it in order to form the questions for the gameboard. They must also provide the answer for each question they make. Students should rough their cards out on scrap papers which will allow them to change their minds and make and correct errors without wasting supplies.

The teacher will go over the cards with the students prior to their transfer to permanent gameboard cards. The card will provide an opportunity for the teacher to determine what has been learned, omitted, or misconstrued. It may be necessary to reteach or go over some aspects of what the students were presumed to have learned. Once this has been done the students can make the corrections where necessary. Overall, in addition to developing cooperative group skills, the students will have been able to synthesize, recall, discuss, decide, edit, correct, read, write, speak and listen.

In addition to making the cards, the students can also make visuals for the gameboards. In some cases, the teacher may want to do this first, so the students will be motivated to complete the cards. The visuals can be of anything they have learned about the Metis and may include the following:

|                       |                 |
|-----------------------|-----------------|
| Red River Cart        | Metis sash      |
| fiddle                | spoons          |
| capote                | flower beadwork |
| dog team              | furs and hides  |
| the Metis flag(s)     | York boat       |
| paddles               | campfire        |
| buffalo               | cariole         |
| church with a steeple | tipi            |
| pemmican              | Metis           |
| Louis Riel            | Gabriel Dumont  |

These can be drawn and colored on paper and then cut and pasted on the gameboard. Arrange the visuals in a figure eight or infinity symbol as is on the Metis flag. This provides the students with places to place their markers as they progress through the cards.

Although the teacher may choose to provide gameboard markers, the students can each provide their own when they play by bringing some small item like an eraser to the game.

The game begins by placing all markers in the middle, where the figure eight crosses itself.

The object of the game is for the team to go through the entire set of cards correctly. The students will take turns selecting the top card, and answering it. If they get the correct answer, the card can be placed face down on the board. If they answer incorrectly, the correct answer is read and the card is placed at the bottom of the pile and will resurface later in the game. When the correct answer is given, the students may move their marker ahead on the figure eight. Students move their marker around the figure eight until they have traced the figure and return to the center. They may now give their "move" for each correct response to the person who needs it the most. This way, each player will make it around the board.

The game is over when each player has returned to the center even if this involves reusing some of the cards.

There is no real point to playing the game using the board and markers, except that the students will enjoy it more and associate the visuals with the questions and answers on the cards. If they weren't "playing a game" they would simply see the exercise as completing an assignment.

When students make the game themselves, they take ownership for it and are much more willing to use it often until they know all of the material on the cards.

#### Materials Required:

Bristol board (1 sheet to make the gameboard)  
art paper (for the visuals)  
pencil crayons or felt markers  
scissors and glue  
resources which give the students ideas  
blank cards (for the questions and answers)  
moveable markers (optional)

## RECOMMENDED READING LIST

### Gabriel Dumont Institute Resources

Farrell-Racette, Sherry, *The Flower Beadwork People*, Regina: Gabriel Dumont Institute, 1991.

McLean Don, *FIFTY HISTORICAL VIGNETTES: Views of the Common People*, Regina: Gabriel Dumont Institute, 1987.

Pelletier, Joanne, *Metis Historical Booklets*, Regina: Gabriel Dumont Institute, 1985.

Racette, Calvin, *Flags of the Metis*, Regina: Gabriel Dumont Institute, 1987.

Racette, Calvin, *Metis Development and the Canadian West*, Regina: Gabriel Dumont Institute, 1985.

*Saskatchewan Historical Atlas of Aboriginal Settlement*, Gabriel Dumont Institute, Saskatchewan Education.

*The Metis: Two Worlds Meet* (36 study prints), Gabriel Dumont Institute.

### Other Resources

Cardinal, P. and Ripley, D, *Canada's People: the Metis*, Edmonton: Plains Publishing Inc., 1987.

Cardinal, P. and Ripley, D, *Canada's People: the Metis: Teacher's Guide*, Edmonton: Plains Publishing Inc., 1988.

Schilling, R., *Gabriel's Children*, Saskatoon: Saskatoon Metis Society, Local 11, 1983.

Sealey, D.B. and Lussier, A.S., *The Metis: Canada's Forgotten People*, Winnipeg: Manitoba Metis Federation Press, 1975.

Sprague, D.N. and Frye, R.P., *The Genealogy of the First Metis Nation*, Winnipeg: Pemmican Publications, 1983.

Stanley, G.F., *Louis Riel*, Toronto: McGraw-Hill Ryerson Ltd., 1963.

Woodcock, G., *Gabriel Dumont, The Metis Chief and His Lost World*, Edmonton: Hurting Publishers, 1976.

## Appendix A

# METIS SIMULATION OF LAND DISENTITLEMENT

### Simulation Checklist

#### 1. Teacher Preparation

- Familiarize yourself with Metis history, including accounts from a Metis perspective and this teacher's resource guide. (pp. 3-6)
- Arrange to order resources for loan or purchase. (p. 23)
- Assemble materials required for additional activities. (pp. 18-23)
- Make bookings for guests or field trips.

#### 2. Cooperating Class

- Enlist the cooperation of a colleague and decide when the cooperating class briefing and simulation will occur. (p.7)

#### 3. Document Preparation

- Prepare the necessary documents (included in this resource):
  - a. the official permit (Appendix E)
  - b. the instructions and responses for the cooperating class - give to the "surveyors" during the briefing. (Appendix C + D)
  - c. the settlements (2) - give these to the cooperating teacher. The leader of the "surveyors" will decide who will give them to the delegation from the designated class. (Appendix F)

**Appendix B****B. Conducting the Simulation** (90 minutes)

- Brief the cooperating class (5 minutes). (p. 7)
- Surveyors from the cooperating class survey the room (5 minutes).
- Question why the students were there. What were they doing? (p. 8)
- Explain about the permits. Ask to see theirs. Explain the consequences of not having one.
- Conduct the "road allowance" experience. (p. 9)
- Brainstorm feelings, questions, and solution strategies. (p. 10)
- Conduct the law abiding citizen activity and omit responses which are not safe and legal. Decide what to do first, here and now. (p. 11)
- Brainstorm qualities of a leader. (p. 12)
- Conduct an election to select the leader(s). (p. 13-14)
- Students decide what the leaders should say. (p. 14)
- Leaders go to the cooperating class, the others organize themselves to work on the other suggestions they made.
- When the leaders return, the class decides what to do next.

- The leaders go back and return with the "settlements". Students decide which one to choose. (p. 15)
- Inform the students of their choices and consequences.
- Tell the students that this **has** really happened, and that after recess you will tell them how. Tell the students not to confront the surveyors as it was only a simulation.
- Debriefing. Draw parallels between the simulation and the Metis experience using page 16 as a guide (60 minutes). (p. 16)



**Appendix C****METIS SIMULATION ON LAND DISENTITLEMENT****Instructions for the Cooperating Class**

In order for the simulation to succeed, it is necessary that the designated class know as little as possible. Please cooperate by not telling them about what you are doing.

When called upon to do so, some or all of the class will enter the designated classroom with rulers, pencils, and notebooks. Do not tell the students of the designated class (the class you are visiting) why you are there. Do as little talking as possible. If you know a language most of the students will not understand you may use it, but not to tell why you are there. Your job is to measure the desks and to record the information in your notebook. You may make any measurements on the desk you feel are appropriate. For example, the height, width, and depth of the desk top and seat, the length of the legs, the size of the opening. After about four or five minutes, your group leader will tell you it is time to return to your own classroom. The leader should use another language if at all possible, even if it is a single word that doesn't really mean "time to leave". Some students have said "happy birthday" and other greetings or phrases to signal their peers.

Some time later you will be visited by a small delegation of students from the designated classroom. They are likely to want answers to some questions, or to arrange a meeting with you. Be polite, but not friendly. Do not spend any more time with them than is necessary to give them some of the responses provided for you on the next page.

Tell them that's all the time you have for them and close the door. They will be very frustrated. They will return later to request an appointment. Ignore their request and give them the terms of settlement you have been provided with. If they ask for an explanation, tell them this is what you have agreed to offer them. Close the door. You will not be visited by the students again and your part in the simulation is completed.

Thank you for your assistance and cooperation.

**Appendix D****METIS SIMULATION ON LAND DISENTITLEMENT****Responses to give the designated class:**

"We'll take that under advisement."

"Do you have an appointment?" (They won't, so tell them they need one and that they must request it in writing.)

"This isn't our area of jurisdiction."

"The person in charge of that area isn't here right now. We'll notify them that you have called."

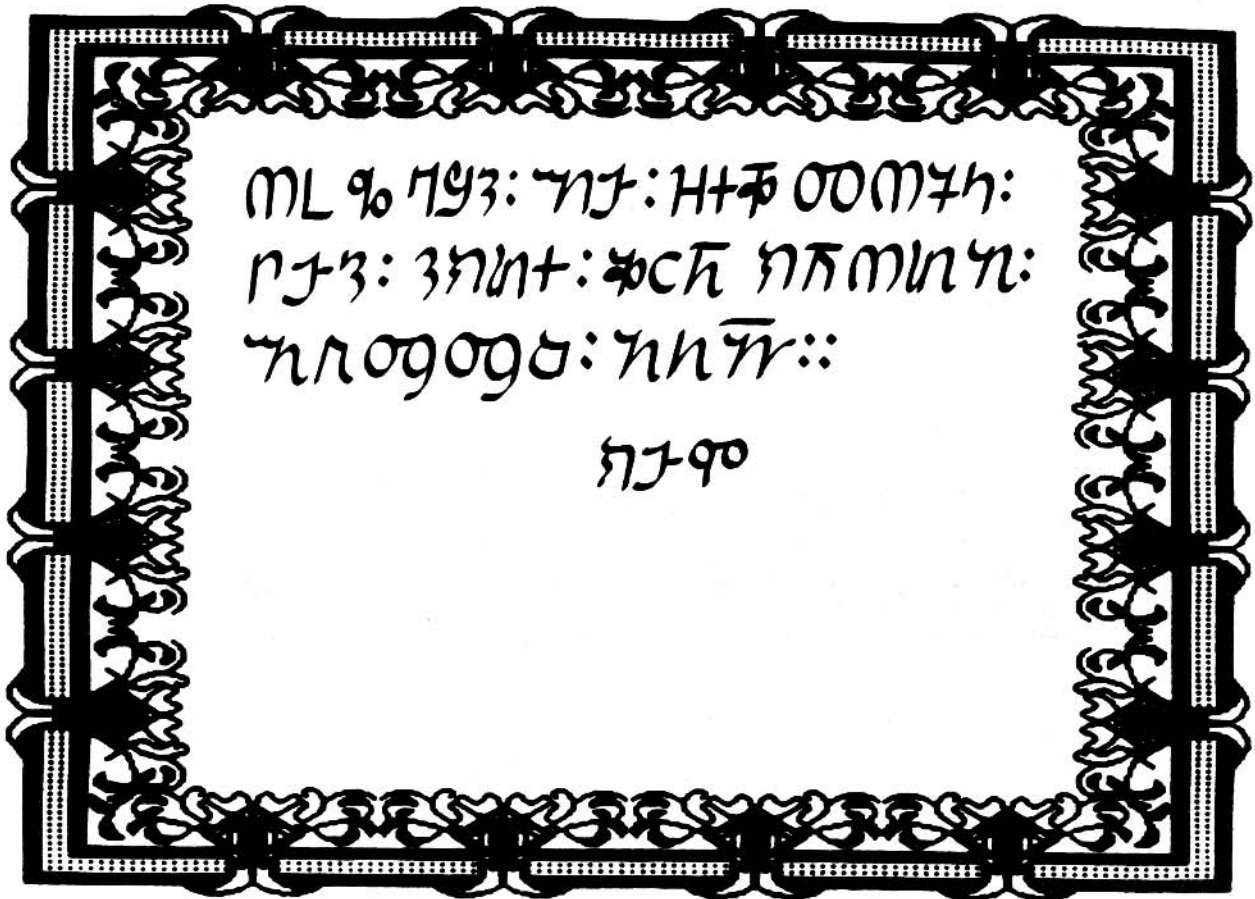
"This is department policy."

"That information is classified."

"Have you contacted the ombudsman?"

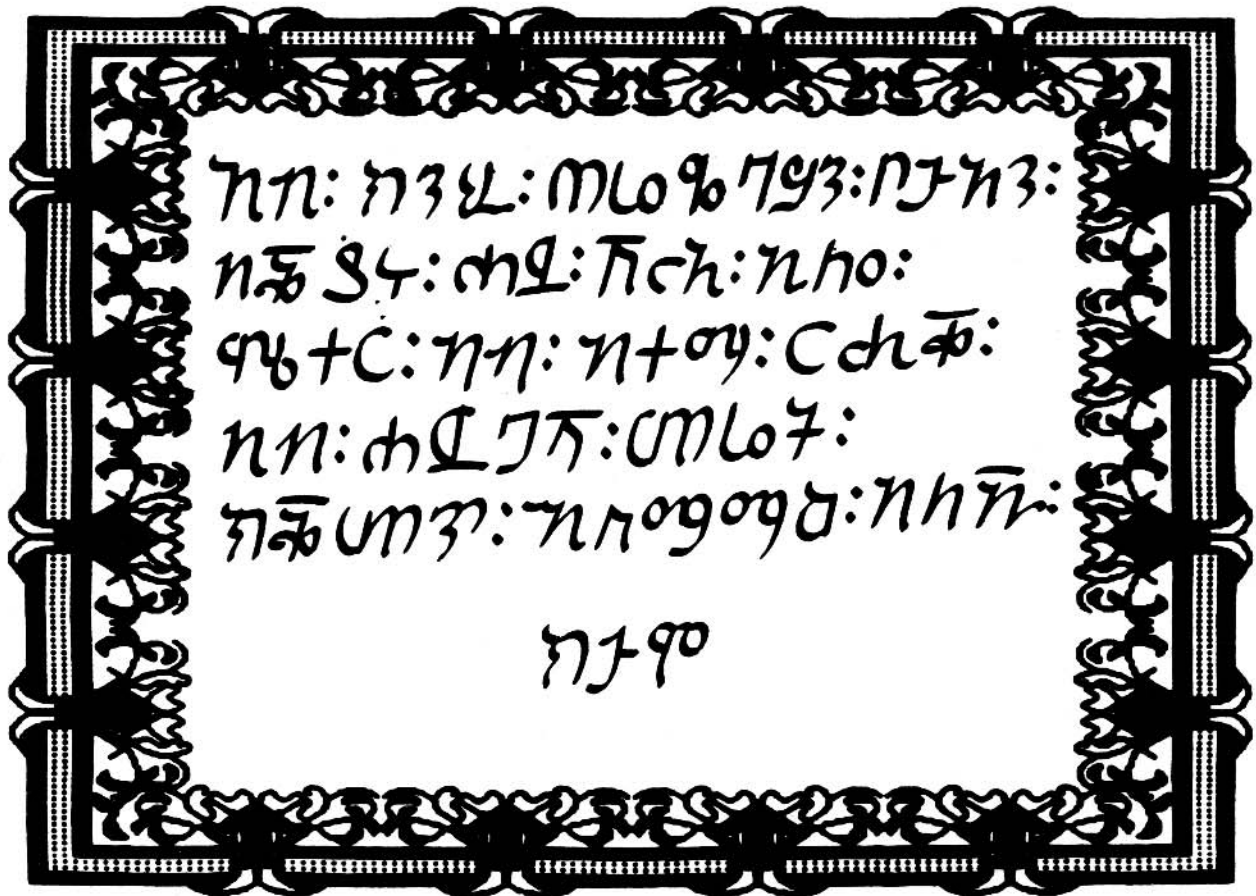
"Our budget doesn't make that feasible at the present."

"The concept is under study."



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Your School  
Logo Here

# OFFICIAL PERMIT

This permit gives \_\_\_\_\_  
(Name of Student)

the right to occupy a desk and the floor space it is on at  
\_\_\_\_\_ classroom for the year of \_\_\_\_\_  
(School and Year of Program)

Date \_\_\_\_\_ Permit \_\_\_\_\_  
Registrar



# **GABRIEL DUMONT INSTITUTE**

of Native Studies and Applied Research

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## DEBRIEFING POINTS FOR THE BIG RIP OFF – by Karon Shmon

- The Métis were well-established on these lands before surveying took place.
- This had happened before in Manitoba in 1870.
- Who gets to make the rules and to whose advantage are the new rules or changes?
- The Métis tried peaceful and law-abiding means first; letters, petitions, spokespersons.
- Skilled leaders were asked to be advocates . . . but failed.
- Armed resistance was a last resort. There was a hidden agenda for a railway.
- Losing land was one thing, losing community was another thing.
- Who gets to tell the story? His-STORY was written by the victors. Other perspectives.
- Crazy rebel. Law breaker. Murderer. Trial. Louis Riel Day, November 16.
- Scrip rip-off. Literacy and language issues. Speculators. Forgers. Broken spirits.
- Aftermath. Affected areas included:
  - Health and well-being. Politics. Employability. Assets. Industry. Poverty. The Métis finally have access to education (1944) and recognition in the Constitution (1982).
  - Denial. Internalized racism. Loss of culture, language, and heritage. “Be anything but Métis if you can” prevailed for many generations after 1885 as a means of survival.
  - “Canada’s Forgotten People”. Without treaty, land base, or legal recognition.
  - Brighter futures after 1976 Cultural Conference which called for GDI – cultural retention and renewal. Founded in 1980 and has grown, SUNTEP, GDC, DTI, T&E, Publishing.