



Metis Nation of Alberta  
FRAMEWORK ACTION CENTRE



LOUIS RIEL  
*'A Great Metis Leader'*



GABRIEL DUMONT INSTITUTE  
OF NATIVE STUDIES & APPLIED RESEARCH

The Metis Perspective

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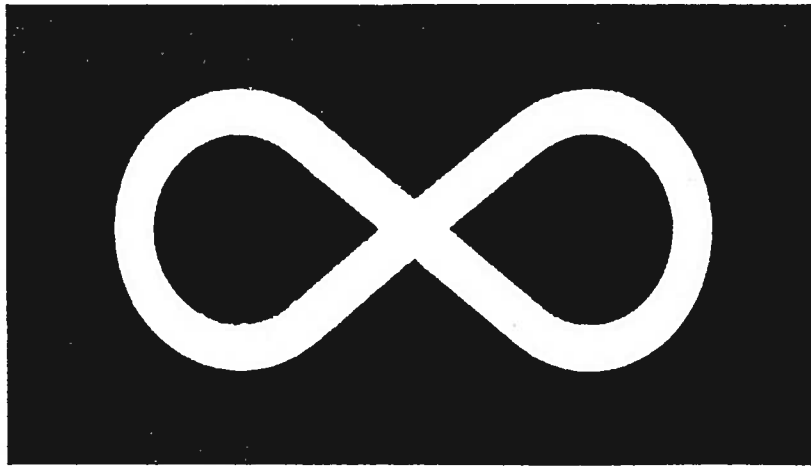
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METIS NATIONAL COUNCIL



Metis National Council of Women

## **The Metis Perspective**

### **Over-all theme of project:**

Metis influence in the development of Canada. To demonstrate the important role that the Metis played. Include personal stories, accounts, etc.

### **Purpose:**

#### **Addresses the issues of;**

Literacy-fills the critical need for low level materials written by and about Metis people. The material can be marketed to literacy programs, adult basic education programs and possibly schools. The demand is great.

Racism-demonstrates the critical role that Metis played in the development of this country and their current contribution to society. Metis will be viewed from a positive perspective.

Family-young and old can learn about Metis culture and history together. Family literacy programs will benefit greatly from this series.

### **Level:**

One (0-4) for adults.

### **Medium:**

A series of approximately ten vignettes on standard videotape, ten minutes in length, focusing on Metis history and culture with accompanying workbooks and teacher/tutor manuals;

-each vignette can be a pilot for further projects,

-it will be possible to reduce each vignette to approximately four minutes to increase it's market,

-each vignette will stand on its own as well as be part of the series,

-vignettes will have a great human interest component and will be designed for wide appeal,

-each vignette will have an accompanying workbook, designed for low level literacy adults but a second set can also be written at a higher level for wider use in schools, colleges, etc.

-Workbooks can be used independent of vignettes or used as part of the series. For maximum effect, both vignette and workbooks should be used by the instructor/tutor. Workbooks will include activities and ideas for further learning.

## **Suggested topics include:**

**Well-known Metis people** -include women and/or spouse.

a). Past -emphasis on the human side. i.e. where they lived, movements, involvement's, family history, habits, etc. Little emphasis on politics but with some mention. Political involvement will be covered more thoroughly in another section.

b). Present -same as above. i.e. presidents of the provincial organizations including women's groups.

## **Politics**

a). Past -include script, dispersal of communities- relegated to road allowance people, i.e. St. Madeleine book-St. Madeleine, People Without a Town, petitions filed, detailed political involvement. Chapter 2 of 'On the Move' is a good example. Detail history of Metis flag (red and blue).

b). Present -constitutional stuff, include brief biography of Metis constitutional team. Agreements made with governments- Framework Agreement, Tripartite, etc.

## **Metis Art and Artists**

Past and present.

## **Culture**

- a). languages-emphasis on Michif.
- b). music-fiddling, mouth harp, they liked to socialize,etc.
- c). dancing -jigging, different styles.
- d). sash -history of.
- e). art, crafts
- f). clothing -designs, origination
- g). storytelling

## **Lifestyle**

- a). buffalo hunt
- b). cooking -recipes, natures, spices
- c). hivernant villages, Metis tents, settlements, including other provinces.
- d). red river cart
- e). hunting, trapping
- f). york boats
- g). fishing -techniques developed.

## **Metis Veterans**

'Wars', snipers, communications.

## **Elders/Senators**

Role they played both then and now with a positive emphasis on showing respect to encourage more of it.

## **Spirituality**

- a). Catholic
- b). Protestant
- c). Native
- d). Sacred places

## **Education**

Past: some Metis sent their children away from home to get an education while many felt that life skills were more important and kept their children at home to teach them practical things for survival.

:some Metis attended or were forced to go to residential schools

Present: obstacles facing Metis with an emphasis on solutions- i.e. Metis institutions similar to French, Ukrainian, Jewish, etc.

: identify successful Metis both male and female -interviews ( i.e. Miss Canada 1990 was Metis, role model pageant). The people interviewed would be different from the famous people category.

## **Occupations:**

- a). horseman -they trained and traded horses
- b). scouts -tracking, survival
- c). farmers
- d). business people i.e. Xavier Letendre, Batoche
- e). voyageurs
- f). Detail Hudson Bay co. and Northwest Co. different occupations.
- g). ranchers
- h). woodsman
- i). labourers (backbone)
- j). freighting

One suggested format:

**1. Metis identity, History and culture:**

-animated...done by a Metis artist. Search should take the form of a competition.

-Illustrate significant items and occurrences of Metis culture and growth in Canada. ie. Strip farming, commerce, Red River carts, Gabriel Dumont, Louis Riel, et al.

-Music of storytelling nature to accompany, also done through competition.

**2. Metis of Today:**

-specifically how the people are organized and accounted for.

-illustrate Framework Agreements etc.

-emphasis on forward motion of Metis as a people.

-documentary style.

**3. Oral History:**

-Elders/Senators

-showing how culture has been maintained and passed down.

**4. Lifestyle:**

-through history till today based on re-enactment's-fur trading, york boats, buffalo hunts, Red River carts, etc.

**5. Politics:**

-past and how it is changing.

**6. Veterans:**

-discrimination they faced.

-could take the form of interviews.

**7. Well known people.**

**8. Sacred Places.**

Possible roles of participants;

Metis National Council of Women - spearhead project, proposal development, lobby funders

Metis Nation of Alberta - proposal development, production of videos

Gabriel Dumont Institute - proposal development, research and compilation of workbooks and instructor/tutor manuals

Metis Studies Society - curriculum review

Release in 1993 to capitalize on the International Year of Indigenous Peoples.

How should the project be funded ?

Which funders could/should be approached ?

- literacy organizations
- Secretary of State, National Literacy Secretariat

Will the supporting organizations provide start-up funds for the working committees ?

Will the supporting organizations provide top up funds ?

## THE METIS PERSPECTIVE

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