

Michif Curriculum Resource Toolkit

Topic	Resources	How to Use/Best Practices
Professional Learning	<p>Teachers to Read for Professional Learning:</p> <ol style="list-style-type: none"> 1. The Northwest is our Mother by Jean Teillet 2. Metis-First Nations Relations by Paul Chartrand 3. Halfbreed by Maria Campbell 4. From the Ashes by Jessie Thistle 	<p>Ensure you are well-versed upon Michif settler-colonial violence and experience prior to holding the listed conversations.</p> <p>Do not just focus on pain narratives, but focus on our brilliance. We are strong, vibrant, and brilliant. We also stand strong for what we believe in and this is a key teaching students need to know about us, as Peoples.</p>
Metis Scrip – Colonialism After the Resistance	<p>Educational Resources Already Made:</p> <ol style="list-style-type: none"> 1. Lesson Plan 2. Presentation <p>Other Educational resources to look through and the, share as lessons for your students:</p> <ol style="list-style-type: none"> 1. MNA (OMG) 2. Rupertsland Institute 	<p>Teachers will need to adapt the plans as needed to honour the needs of their students. It is also important for teachers to read this resource to understand the depth of Métis Scrip to its fullest extent and how it came to be.</p> <p>Potential Field Trip to be led alongside a Michif community member affected by Scrip (protocol ought to be honoured):</p> <ol style="list-style-type: none"> 1. Records are digitized through Library and Archives Canada

Michif Curriculum Resource Toolkit

<p>Road Allowance Peoples: Listening to Our Stories</p>	<p>Key note: Teachers to adapt to honour age appropriate learning – work with Indigenous Education Team with School Board for the listed resources.</p> <p>Show videos:</p> <ol style="list-style-type: none"> 1. The Story of the Crescent Lake Métis: Our Life on the Road Allowance 2. Saskatchewan History & Folklore Society <p>Reading and sharing excerpts from:</p> <ol style="list-style-type: none"> 1. Stories of the Road Allowance Peoples by Maria Campbell and Sherry Farrell Racette 	<p>Understanding colonialism and how it functions is key to learn from history, so that we know better and can act today.</p>
<p>Red River Rising : Convention of Forty and the Manitoba Act</p>	<p>Links embedded to the right.</p>	<p>Teach students about the first provisional Métis government and who was a part of the government.</p> <p>Ask students to research on the listed hyperlink about Louis Riel and why he is called le Père du Manitoba.</p> <p>Ask teacher to lead alongside students to read the Manitoba Act itself. Make notes, analyze sections, address what ought to have been</p>

Michif Curriculum Resource Toolkit

		<p>honoured with Michif/Métis. Was anything honoured? What can be done about this today?</p> <p>Then discuss modern day MMF Treaty with the Government of Canada.</p> <ol style="list-style-type: none"> 1. MMF 2. CBC
<p>Our Lives Through Music: Songs and Stories</p>	<p>Free to Access Fiddle Music – Do Not Teach Unless You Have Consent/Proper Guidance:</p> <ul style="list-style-type: none"> - We share stories through our music - MNA (OMG) Fiddle Music 	<p>Many songs share our histories for them to be passed to generation to generation.</p> <p>Some songs are sad, some are happy, some are simply informative, and some are made to keep rhythm from back in the voyageur days.</p> <p><i>Our music honours our culture.</i></p> <p>Respectfully, focusing upon poems, art, music is not conducive to teaching about the Métis, this is a singular way to learn about us and should not be done without us present/without our specified guidance. We want teachers to teach Canada’s history, not our cultures/languages. Nothing about us (culturally), without us.</p>

Michif Curriculum Resource Toolkit

		<p>After addressing how colonialism has and continues to impact us, this is where you can share our brilliance. In addition to this key note, it would be important to work alongside and invite authentic Métis Peoples into your classroom to lead cultural teachings/language via music, art, poetry, etc.</p> <p>It is your responsibility to confirm identity due to prevalent “pretendianism” across Canada. To know how to do this, it is a must to work with your school board’s Indigenous Education Team.</p> <p>To also lead the lesson in a good way, which honours the TRC Calls to Action numbers 62-64, it too would be important to work alongside the Indigenous Education Team at your school board to develop lessons honouring our cultures in respectful ways, via teaching music, art, language, dances, etc. Refer to comment above.</p>
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The above are my personal and professional sentiments are my own.

If you are doing this work alone, you are doing it wrong.