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| Instructions for Using Remote Learning Projects |
| These materials were developed with the intention of easing the transition between in-class and temporary remote learning. Learning experiences are aligned with curricular outcomes and assessment tools have been included with each project.  **Note:**   * 1. The teacher either sends a link to the appropriate project or sends the document itself.   2. The teacher ensures that parents/caregivers receive any required school supplies (bin with pencils, markers, paper, etc.).   3. The teacher reassures parents/caregivers that communication will be maintained between home and school.   4. Parents/caregivers may access additional resources at:      + My Learning at Home ([www.edu.gov.mb.ca/k12/mylearning](http://www.edu.gov.mb.ca/k12/mylearning))      + My Child in School ([www.edu.gov.mb.ca/k12/mychild/index.html](http://www.edu.gov.mb.ca/k12/mychild/index.html)) |

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| PROJECT OVERVIEW | |
| Grade: | 4 |
| Main Subject: | Social Studies |
| Big Idea: | Metis community in Manitoba |
| Title: | ST. LAURENT: A LIVING CULTURE |
| Cluster: | Living in Manitoba, History of Manitoba |
| Duration: | 5–6 weeks |
| Materials: | PowerPoint, BLMs, internet, paper, pencils, pencil crayons or markers. Items for any Metis games you would like the students to play: rope, mats, heavier items to carry or flip, baseball equipment, horseshoe equipment, and/or string. |
| Short Description: | This inquiry unit is designed to introduce learners to a living, thriving Metis community that began in the early 1800s: St. Laurent, Manitoba. Students have the opportunity to learn who the First Nations and Metis people are and to learn about the community of St. Laurent. Students discover St. Laurent’s spirit through exploration of Metis symbols, history, language, food, fishing, sash use, beading, games. and celebrations. The unit was designed to be primarily teacher- or caregiver-led with some independent work completed by the student. |

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| Learning Outcomes |
| Social Studies: www.edu.gov.mb.ca/k12/cur/socstud/framework/grade4.pdf KI-005, KI-006, KI-006A, KI-006F, KI-007, KI-007A, KI-008, KI-008F, KI-009, KI-009A, KI-009F, KL-020, KL-020A, KL-024, KL-025, VI-003, VI-004, VL-006, VL-006A, KI-010, KI-011, KI-011A, KI-012, KI-012F, KL-026, KH-033, KH-034, KH-035, VH-008, VH-009  Mathematics: www.edu.gov.mb.ca/k12/cur/math/support\_gr4/index.html 4.N.3, 4.SS.1, 4.SS.2  English Language Arts: [www.edu.gov.mb.ca/k12/cur/ela/framework/index.html](http://www.edu.gov.mb.ca/k12/cur/ela/framework/index.html) Grade 3 to 5 Band Practices, Elements and Descriptors—Language as Sense Making, Language as System, Language as Power and Agency, Language as Exploration and Design  Visual Arts: www.edu.gov.mb.ca/k12/cur/arts/index.html A–C1, A–C2, A-C3 |

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| Assessment | | | | | | | | | | | | | |
| LANGUAGE ARTS | | | | | MATHEMATICS | | | SCIENCE | | | SOCIAL STUDIES | | |
| COMP.  Listening &  Viewing | COMP.  Reading | COMM. Speaking & Represent. | COMM. Writing | Critical Thinking | Knowledge  and  Understanding | Mental Math &  Estimation | Problem Solving | Knowledge  and Understanding | Scientific Inquiry Process | Design Process &  Problem Solving | Knowledge  and Understanding | Research  and Communication | Critical Thinking and  Citizenship |
| X | X | X | X | X | X | X | X |  |  |  | X | X | X |

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| Original concept created by: | J. Fast, K. Berezka, R. Bruce, R. Millar, and C. Millar-Courchene |

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| Learning Experiences and Assessment |
| Question: How are the land and culture important to the people of St. Laurent, Manitoba? |
| **Teacher’s instructions**  *This project was made possible through the important contributions of the following St. Laurent community members:*  *Roland Bruce—Community Member and Volunteer*  *Raymond Millar—Community Member, Local Musician, and Volunteer*  *Crystal Millar-Courchene—Local School Principal & Former Community Member*  The learning experiences in this unit reflect the following general learning outcomes: Identity, Culture, and Community; The Land: Places and People; Historical Connections; Power and Authority; and Economics and Resources.  Follow the PowerPoint and slide notes for extra information, suggestions, or alternate ideas. Animations are embedded into the PowerPoiont to facilitate the pacing of the lessons. The BLMs and rubric were created to support the learning but may be omitted, changed or adapted as is necessary. When possible, it is suggested to co-create criteria for the activities with the students. The activities and learning experiences may be adapted, rearranged, or reduced to only a few of the activities as makes sense for your context. For example, you may decide to use a jigsaw strategy for some activities. Expectations may be amended up or down depending on student interests, skills, and availability. |

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| **Links to related activities:**  **Gabriel Dumont Institute: Metis Museum resources**   * N is for New Nation map: [The Virtual Museum of Métis History and Culture (metismuseum.ca)](http://www.metismuseum.ca/resource.php/149664) * I is for Infinity Flag: [The Virtual Museum of Métis History and Culture (metismuseum.ca)](http://www.metismuseum.ca/resource.php/149663) * B is for Beadwork: [The Virtual Museum of Métis History and Culture (metismuseum.ca)](http://www.metismuseum.ca/resource.php/149609)   **Teacher Notes about First Nations in North America:**  Assembly of First Nations (AFN)—It’s our Time Tool Kit  <https://education.afn.ca/afntoolkit/learning-module/pre-contact-2/> <https://education.afn.ca/afntoolkit/wp-content/uploads/2018/05/Plaintalk-2-Pre-Contact.pdf>  **Metis provincial political organizations:**  Manitoba: [www.manitobametis.com/](https://www.manitobametis.com/)  Saskatchewan: <https://metisnationsk.com/>  Alberta: <http://albertametis.com/>  British Columbia: [www.mnbc.ca](http://www.mnbc.ca)  Ontario: [www.metisnation.org](http://www.metisnation.org)  **Metis provincial educational resources**  Manitoba: [www.louisrielinstitute.com](http://www.louisrielinstitute.com)  Saskatchewan: <https://gdins.org/>  Alberta: [www.rupertsland.org](http://www.rupertsland.org)  British Columbia: [www.mnbc.ca/mnbc-ministries/education/](https://www.mnbc.ca/mnbc-ministries/education/)  Ontario: [www.metisnation.org/programs-and-services/education-training/k-12-education-support/k-12-metis-education-kit/](https://www.metisnation.org/programs-and-services/education-training/k-12-education-support/k-12-metis-education-kit/)  **Metis provincial YouTube channels**  Manitoba: [www.youtube.com/user/ManitobaMetisMMF](https://www.youtube.com/user/ManitobaMetisMMF)  Saskatchewan: [www.youtube.com/user/gabrieldumontins](https://www.youtube.com/user/gabrieldumontins)  Alberta: [www.youtube.com/channel/UCXflb0bgoSC02714Ie9bPPg/videos](https://www.youtube.com/channel/UCXflb0bgoSC02714Ie9bPPg/videos)  British Columbia: [www.youtube.com/channel/UCV-L3mbG7dwBG9LXRaqvXqA/videos](https://www.youtube.com/channel/UCV-L3mbG7dwBG9LXRaqvXqA/videos)  Ontario: [www.youtube.com/user/m8tisnation/videos](https://www.youtube.com/user/m8tisnation/videos)  **Resources that may be purchased but are not necessary to the unit**:  [K-12 Métis Education Kit/K-12 Trousse d'éducation métisse](https://www.metisnation.org/programs-and-services/education-training/k-12-education-support/k-12-metis-education-kit/)  (Métis Nation of Ontario, metisnation.org)  **Step-by-step instructions for students**  Enjoy the learning by noticing, wondering, asking lots of questions, sharing your thinking during discussion times, and thinking about what life is and was like in the Metis community of St. Laurent and why important to learn about St. Laurent and Metis communities in Manitoba. Follow the teacher instructions, PowerPoint, and Blackline Masters. |

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| APPENDIX (Printable Support Materials Including Assessment) |
| Grade 4: Blackline Master 1: St. Laurent KWL.docxGrade 4: Blackline Master 2: Create Your Own Flag.docxGrade 4: Blackline Master 3: Vocabulary Builder.docxGrade 4: Blackline Master 4: Metis Communities in Manitoba: True or False.docxGrade 4: Blackline Master 5: Connection to the Land: Seasons in St. Laurent.docxGrade 4: Blackline Master 6: St. Laurent Timeline.docxGrade 4: Blackline Master 7: Comparing Life in St. Laurent Today to Life in the 1820s.docxGrade 4: Blackline Master 8: Michif-French Vocabulary Builder.docxGrade 4: Blackline Master 9: Commercial Fishing Video Reflection.docxGrade 4: Blackline Master 10: Trip Planner to St. Laurent.docx Grade 4: St. Laurent: A Living Culture Rubric.docx |

Blackline Master 1

**St. Laurent KWL**

Blackline Master 2

**Create Your Own Flag**

Blackline Master 3

**Vocabulary Builder**

Write the definition beside 5 of the words and draw a picture for those 5 that will help you remember what the word means.

|  |  |  |
| --- | --- | --- |
| **Key Word** | **Definition** | **Picture** |
| Indigenous |  |  |
| Metis |  |  |
| Resistance |  |  |
| Michif-  French |  |  |

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| Bombardier |  |  |
| Infinity |  |  |
| Culture |  |  |
| Symbol |  |  |
| Oral Tradition |  |  |

Definitions adapted from [Oxford Advanced Learner's Dictionary at Oxford Learner's Dictionaries](https://www.oxfordlearnersdictionaries.com/definition/english/) and [The Canadian Encyclopedia](https://www.thecanadianencyclopedia.ca/en) and [Dictionary.com | Meanings and Definitions of Words at Dictionary.com](https://www.dictionary.com/)

Blackline Master 4

**Metis Communities in Manitoba: True or False**

Guess which of the following statements are True and which are False.

|  |  |  |
| --- | --- | --- |
| **Statement** | **T or F** | **Comment** |
| Metis people in St. Laurent take part in ice fishing. |  |  |
| The Metis flag is green and white. |  |  |
| English, French, and Michif are languages spoken in St. Laurent. |  |  |
| A bombardier is used for trapping. |  |  |
| There is a museum display about Metis people of Manitoba at a museum in the United States. |  |  |
| Louis Riel died of old age in Manitoba. |  |  |
| The fiddle is an important part of Metis music. |  |  |
| Manipogo is a legendary monster found in Lake Winnipeg. |  |  |
| Traditional and modern ways of life are evident in St. Laurent. |  |  |
| There are Metis cultural festivals in Manitoba communities. |  |  |

Blackline Master 5

**Connection to the Land: Seasons in St. Laurent**

Choose one thing from each of the seasons on the St. Laurent Connections to the Land slide and explain why you like it or are interested in it.

Spring:

Summer:

Fall:

Winter:

Draw a picture of your favourite thing to do in each of the seasons.

Blackline Master 6

**St. Laurent Timeline**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **The First Nations**  were here first | **1730s**–**French Explorer**  La Verendrye | | **1824**–**The Metis** moved here from Pembina | |
| Draw a picture of the  First Nations living here: | Draw a picture of a  European Explorer: | | Draw a picture of the first Metis arriving in St. Laurent: | |
|  | | | | |
| As of **1850**, there were 12 families living in **St. Laurent** | | | | |
| Draw a picture of **ice fishing/** **fishing in small boats**: | | Draw a picture of  **hunting/trapping/trading furs**: | | Draw a picture of **farming/gardening/berry picking**: |
|  | | | | |
| 1870 **Red River Resistance** | | **Throughout the 1900s**  St. Laurent | | **St. Laurent Today** |
| Draw a picture of more Metis coming to live in St. Laurent: | | Draw a picture of a log house beside a modern-day house: | | Draw a picture of St. Laurent life and culture today: |

**Comparing Life in St. Laurent Today to Life in the 1820s**

The following information may be used to help complete BLM#7 below.

Adult help/supervision is recommended.

**The Metis People of St. Laurent, Manitoba: An Introductory Ethnography**   
By Guy Albert Sylvestre Lavallee, June 1988

<https://open.library.ubc.ca/cIRcle/collections/ubctheses/831/items/1.0097651>

|  |  |  |
| --- | --- | --- |
|  | **PDF Page Number** | **Paper Page Number** |
| **Clothing** | pg 47-49 | pg 37-39 |
| **Shelter** | pg 40-44 | pg 30-34 |
| **Work** | pg 97-98 | pg 87-88 |
| **The Work of Metis Women** | pg 98-100 | pg 88-90 |
| **The Work of Metis Men (Fishing)** | pg 112-117 | pg 102-107 |
| **Materials** | pg 52-53 | pg 42-43 |
| **Food** | pg 44-47 | pg 34-37 |
| **Recipes** | pg 54-56 | pg 44-46 |

Blackline Master 7

**Comparing Life in St. Laurent Today to Life in the 1820s**

After watching the videos on life in the 1820s, think about what is the same and what is different.

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| --- | --- | --- |
| **Area** | **Same** | **Different** |
| **Clothing** |  |  |
| **Shelter** |  |  |
| **Work** |  |  |
| **Materials** |  |  |
| **Food** |  |  |

Blackline Master 8

**Michif-French Vocabulary Builder**

Choose 3 words from the video to represent in English, Michif-French, and in a picture.

|  |  |  |
| --- | --- | --- |
| **Word in  English** | **Word in**  **Michif-French** | **Draw a Picture**  **Representing the Word** |
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Blackline Master 9

**Commercial Fishing Video Reflection**

As you watch the video about commercial fishing near St. Laurent, make notes on or draw pictures of what you see, hear, feel, and think.

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| --- | --- |
| **I see:** | **I hear:** |
| **I feel:** | **I think:** |

Blackline Master 10

**Trip Planner to St. Laurent**

I have decided to go to St. Laurent because: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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It is \_\_\_\_\_\_\_\_\_ kilometres from my home community to St. Laurent. The total kilometres to and back from St. Laurent will be \_\_\_\_\_\_\_\_\_.

It will take \_\_\_\_\_\_\_\_\_\_\_ hours/minutes to drive to St. Laurent.

I will leave at \_\_\_\_\_\_\_\_ AM/PM on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

I will return at \_\_\_\_\_\_\_ AM/PM on \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_.

==========================================================

This is a picture of what I hope to see in St. Laurent:

**Links to related activities:**

**Gabriel Dumont Institute: Metis Museum resources**

* N is for New Nation map: [The Virtual Museum of Metis History and Culture (metismuseum.ca)](http://www.metismuseum.ca/resource.php/149664)
* I is for Infinity Flag: [The Virtual Museum of Metis History and Culture (metismuseum.ca)](http://www.metismuseum.ca/resource.php/149663)
* B is for Beadwork: [The Virtual Museum of Metis History and Culture (metismuseum.ca)](http://www.metismuseum.ca/resource.php/149609)

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| **Grade 4 St. Laurent–A Living Culture Rubric** | | | | |
| **Report Card Subject Category** | **Very good to excellent (4)** | **Good**  **(3)** | **Basic**  **(2)** | **Limited**  **(1)** |
| **Social Studies—Knowledge and Understanding** | Student skillfully and objectively synthesizes, organizes, represents, and connects the important and significant vocabulary and information about the people, culture, and land in St. Laurent’s past, present, and future. | Student accurately synthesizes, organizes, represents, and somewhat connects important vocabulary and information about the people, culture, and land in St. Laurent’s past, present, and future. | Student requires occasional teacher or peer support to determine relevant information, accurately synthesize, organize, represent, and connect appropriate information about the people, culture, and land in St. Laurent’s past, present, and future. | Student requires considerable, ongoing teacher support to determine relevant information, accurately synthesize, organize, represent, and connect appropriate information about the people, culture, and land in St. Laurent’s past, present, and future. |
| **Social Studies—Research and Communication** | Student collects relevant and important information from various sources, accurately & comprehensively records, organizes, and innovatively communicates information and ideas about the people, culture, and land in St. Laurent’s past, present and future. | Student collects relevant information, accurately records, organizes, and communicates information and ideas about the people, culture, and land in St. Laurent’s past, present and future. | Student requires occasional teacher or peer support to collect, record and/or communicate appropriate information about the people, culture, and land in  St. Laurent’s past, present and future. | Student requires considerable, ongoing teacher support to collect, record and/or communicate appropriate information about the people, culture, and land in St. Laurent’s past, present and future. |
| **Social Studies—Critical Thinking and Citizenship** | Student questions, analyzes, draws conclusions, and reflects on the people, culture, and land in St. Laurent’s past, present and future. | Student considers, questions, and reflects on the people, culture, and land in St. Laurent’s past, present and future. | Student requires occasional teacher or peer support to consider, question, and/or reflect on the people, culture, and land in St. Laurent’s past, present and future. | Student requires considerable, ongoing teacher support to consider, question, and/or reflect on the people, culture, and land in St. Laurent’s past, present and future. |
| **Language Arts—COMP. Reading** | Student uses strategies and cues before, during, and after reading to develop understanding of the people, culture, and land in St. Laurent’s past, present and future. | Student uses strategies and cues with some prompting before, during, and after reading to develop understanding of the people, culture, and land in St. Laurent’s past, present and future. | Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after reading to develop understanding of the people, culture, and land in  St. Laurent’s past, present and future. | Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after reading to develop understanding of the people, culture, and land in St. Laurent’s past, present and future. |
| **Language Arts—COMP.  Listening &and Viewing** | Student uses strategies and cues  before, during, and after listening and viewing to develop understanding of the people, culture, and land in St. Laurent’s past, present and future. | Student uses strategies and cues with some prompting before, during, and after listening and viewing to develop understanding of the people, culture, and land in St. Laurent’s past, present and future. | Student requires occasional teacher or peer support or modelling to use strategies and cues before, during, and after listening and viewing to develop understanding of the people, culture, and land in St. Laurent’s past, present and future. | Student requires considerable, ongoing teacher support to use modelled strategies and cues before, during, and after listening and viewing to develop understanding of the people, culture, and land in St. Laurent’s past, present and future. |
| **Language Arts—COMM. Writing** | Student uses strategies and cues to generate, communicate, revise, and organize thinking, ideas, and information about the people, culture, and land in  St. Laurent’s past, present and future with very few convention errors. | Student uses strategies and cues with occasional prompting to generate, communicate, revise, and organize thinking, ideas, and information about the people, culture, and land in St. Laurent’s past, present and future with some convention errors. | Student requires occasional teacher or peer support to use modelled strategies and cues to generate, communicate, revise, and organize thinking, ideas, and information about the people, culture, and land in St. Laurent’s past, present and future and correct convention errors. | Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, communicate, revise, and organize thinking, ideas, and information about the people, culture, and land in St. Laurent’s past, present and future and correct convention errors. |

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| **Language Arts—COMM.  Speaking and Representing** | Student uses strategies and cues to generate, revise, organize, and clearly and creatively communicate, thinking, ideas, and information when speaking and presenting about the people, culture, and land in St. Laurent’s past, present and future. | Student uses strategies and cues with occasional prompting to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about the people, culture, and land in St. Laurent’s past, present and future. | Student requires occasional teacher or peer support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about the people, culture, and land in St. Laurent’s past, present and future. | Student requires considerable, ongoing teacher support to use modelled strategies and cues to generate, revise, organize, and communicate, thinking, ideas, and information when speaking and presenting about the people, culture, and land in St. Laurent’s past, present and future. |
| **Language Arts—Critical Thinking** | Student insightfully interprets facts, analyzes viewpoints, and can draw a conclusion about the people, culture, and land in St. Laurent’s past, present and future. | Student interprets evidence, analyzes viewpoints, and can draw a conclusion with occasional prompting about the people, culture, and land in St. Laurent’s past, present and future. | Student requires occasional teacher or peer support to interpret evidence, analyze viewpoints, and/or draw a conclusion about the people, culture, and land in St. Laurent’s past, present and future. | Student requires considerable, ongoing teacher support to interpret evidence, analyze viewpoints, and draw a conclusion about the people, culture, and land in St. Laurent’s past, present and future |
| **Arts Education—VISUAL ARTS** | Student designs and creates original drawings that include important and relevant historical, cultural, and/or geographical details about the people, culture, and land in St. Laurent’s past, present, and future. | Student designs and creates drawings that include important and relevant historical, cultural, and/or geographical details about the people, culture, and land in St. Laurent’s past, present, and future. | Student requires occasional teacher or peer support to design and create drawings that include important and relevant historical, cultural, and/or geographical details about the people, culture, and land in St. Laurent’s past, present, and future. | Student requires considerable, ongoing teacher support to design and create drawings that include important and relevant historical, cultural, and/or geographical details about the people, culture, and land in St. Laurent’s past, present and future |
| **Mathematics—Knowledge and Understanding** | Student accurately and clearly determines and communicates distance from home community to St. Laurent and times and dates of departure and arrival. | Student determines and communicates distance from home community to St. Laurent and times and dates of departure and arrival. | Student requires occasional teacher or peer support to determine and communicate distance from home community to St. Laurent and times and dates of departure and arrival. | Student requires considerable, ongoing teacher support to determine and communicate distance from home community to St. Laurent and times and dates of departure and arrival. |
| **Mathematics—Mental Math and Estimation** | Student efficiently and flexibly chooses and uses mental math and estimation strategies to determine distance to and from St. Laurent from home community. | Student chooses and uses mental math and estimation strategies with some prompting to determine distance to and from St. Laurent from home community. | Student requires occasional teacher or peer support to choose and use mental math and estimation strategies to determine distance to and from St. Laurent from home community. | Student requires considerable, ongoing teacher support to choose and use mental math and estimation strategies to determine distance to and from St. Laurent from home community. |
| **Mathematics—Problem Solving** | Student initiates and/or refines and explains strategies used to determine distance to and from St. Laurent from home community and write departure and arrival times and dates. | Student chooses and explains, with some prompting, strategies used to determine distance to and from St. Laurent from home community and write departure and arrival times and dates. | Student requires occasional teacher or peer support to choose and explain strategies to determine distance to and from St. Laurent from home community and write departure and arrival times and dates. | Student requires considerable, ongoing teacher support to choose and explain strategies to determine distance to and from St. Laurent from home community and write departure and arrival times and dates. |