

# 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))

## PROJECT OVERVIEW

<b>Grade:</b>	1
<b>Main Subject:</b>	Social Studies
<b>Big Idea:</b>	Why do we celebrate Louis Riel Day? (People, events, and ideas of the past shape the present and influence the future.)
<b>Title:</b>	LOUIS RIEL DAY AND THE METIS INQUIRY PROJECT
<b>Cluster:</b>	I Belong, My Environment, Connecting with Others
<b>Duration:</b>	2 weeks
<b>Materials:</b>	<p>These recommended books support the inquiry. Teachers will read these to the students during synchronous learning times. Several have read-aloud versions; share links with students and their families for use at home.</p> <ul style="list-style-type: none"><li>• <i>Li Paviyon Di Michif</i> (Thomas and the Metis Flag) (2003) by Bonnie Murray</li><li>• <i>Little Metis and the Metis Sash</i> (2000) by Deborah Delorande</li><li>• <i>The Giving Tree</i> (2009) by Leah Doiron</li><li>• <i>Jenneli's Dance</i> (2008) by Elizabeth Denny</li></ul> <p>Student booklet (students will also use their own art supplies from home, and a notebook for additional writing)</p> <p>Parent handout</p> <p>PowerPoint</p>

<b>Short Description:</b>	<p>In this social studies inquiry of the Manitoba Metis and Louis Riel, Grade 1 students and their teacher, peers, and families discover why we celebrate Louis Riel Day. Children develop agency and independence through a blend of synchronous, online learning, asynchronous hands-on learning, and open-ended, collaborative activities in this inquiry. Students grow to understand how people, events, and ideas of the past shape the present and influence the future. They use Social Studies skills to manage information and ideas through the clusters of I Belong, My Environment, and Connecting with Others and have opportunities for social-emotional learning as well. This inquiry also offers cross-curricular learning opportunities in English Language Arts, Mathematics, Physical Education/Health and the Arts and addresses the integratables of Diversity and Inclusion, and First Nations/Metis/Inuit Perspectives. Students can work individually or groups, virtually or in-class, and with the support of their families.</p>
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## LEARNING OUTCOMES

Social Studies: [www.edu.gov.mb.ca/k12/cur/socstud/docs.html](http://www.edu.gov.mb.ca/k12/cur/socstud/docs.html)

KL-016, KL-016A, KL-016F, KI-010, KI-011, VI-006, KC-001

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)

Power and Agency, Exploration and Design, Sense Making, System

Mathematics: [www.edu.gov.mb.ca/k12/cur/essentials/docs/glance\\_kto9\\_math.pdf](http://www.edu.gov.mb.ca/k12/cur/essentials/docs/glance_kto9_math.pdf)

Patterns and Relations (Patterns): 1.PR.1, 1.PR.2

Number, Shape and Space (Measurement)

Arts Education: <https://www.edu.gov.mb.ca/k12/cur/arts/index.html>

Visual Arts: A-C1, A-U1

Dance: DA-C1, DA-U1

Physical/Health Education: <https://www.edu.gov.mb.ca/k12/cur/physhlth/framework/movement.pdf>

Movement, Healthy Life Style Practices

## 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

Original concept created by: Debra Mayer (Reviewed and approved by Louis Riel Institute/Manitoba Metis Federation)

To the Teacher:

## **Preface:**

### **First Nations, Metis, and Inuit perspectives**

All students benefit from the meaningful inclusion of First Nations, Metis, and Inuit perspectives in curricula, resources, and pedagogy. Knowledge and understanding of Indigenous history and cultures by all students is integral to understanding the Canadian experience and context, allowing Indigenous and non-Indigenous students to work together to create an equitable society based on respect and understanding.

Parents and community members, including Elders, contribute to children's success when they are meaningfully involved in teaching and learning. Consider what you may know about the families and backgrounds of children you are teaching. You may wish to invite a Metis parent, caregiver or Elder to share their own family story with the students.

Your school division may have an Indigenous Perspectives Consultant who can support you in this inquiry. The following resources available through Manitoba Education can also guide teachers.

### **Creating Racism-Free Schools through Critical/Courageous Conversations on Race**

This Manitoba Education support document is aimed at promoting school divisions, schools, teachers, parents, and students to undertake critical and courageous conversations on racism to create inclusive and equitable classrooms and schools for First Nation, Metis, and Inuit students and all students. The document helps to inform and encourage educators, describes the levels and effects of racism, acknowledges history, stimulates dialogue through critical and courageous conversations and contributes to the TRC's Call to Action.

Indigenous Inclusion Directorate: <https://www.edu.gov.mb.ca/iid>

Indigenous Education: <https://www.edu.gov.mb.ca/k12/abedu/index.html>

To learn more:

### **How to talk about Indigenous people**

<https://www.youtube.com/watch?v=XEzjA5RoLv0&list=PLe939wSHN014tva5uGJhGoKgByqQDiZXv&index=29>

**Muddied Water** a 5 part podcast, by a CBC Manitoba journalist who explores the history of Metis people in Manitoba <https://www.cbc.ca/listen/cbc-podcasts/371-muddied-water>

### **The range of learning experiences**

Young students learn best when developmentally appropriate experiential (hands-on) learning experiences are connected and integrated in a holistic way, building upon what they already know and can do. This inquiry project takes an integrated approach to Grade 1 Social Studies and other subject curriculum, especially English Language Arts. It provides many ideas for whole group and small group teaching, and independent learning at home, to share with parents/caregivers.

Student Learn at Home Package: includes activity sheets to support the learning experiences identified for synchronous and independent learning times. A vocabulary list supports Grade 1 students' writing work during this inquiry.

### **Assessment**

Select appropriate assessment criteria based on the breadth and depth of the learning outcomes chosen for this inquiry, understanding that students demonstrate their learning in multiple ways.

## LEARNING EXPERIENCES AND ASSESSMENT

### Question: Why do we celebrate Louis Riel Day?

#### Teacher's instructions:

Invite students to share what they may know about Louis Riel Day and whom it celebrates, using the KWL about Louis Riel Day sheet (appendix).

Chart what they already know.

What questions about Louis Riel and the holiday would students like to explore?

Chart their questions.



Access this image at [Poster](#)

#### Social Studies

##### Cluster 1: I belong

##### 1.1.3 Connections to the Past

##### Cluster 2: My Environment

KL-016 Identify and locate landmarks and significant places using relative terms.

1-KL-016A Identify local Aboriginal landmarks and significant places.

1-KL-016F Identify local francophone landmarks and significant places.

#### English Language Arts

Power and Agency, Exploration and Design, Sense Making, System

#### Dealing with Controversial Issues

A fundamental aspect of social studies learning and teaching—at all grade levels—is the consideration of controversial issues—issues that involve ethics, principles, beliefs, and values. Teachers should not avoid controversial issues. Diversity of perspectives, beliefs and values, disagreement, and dissension are all part of living in a democratic society.

([www.edu.gov.mb.ca/k12/cur/socstud/foundation\\_gr1/gr1\\_fulldoc.pdf](http://www.edu.gov.mb.ca/k12/cur/socstud/foundation_gr1/gr1_fulldoc.pdf), p.16)

#### Teacher's instructions:

Teachers will share a handout with parents/caregivers, Sites Commemorating Riel and the Metis Nation, which includes locations and URL links that support this inquiry. Families will be encouraged to visit some of these sites (in person or virtually) to support their child's learning (appendix).

#### Who was Louis Riel?

Students learn to value stories of the past as an important way to learn about the present. Teachers will provide some details of Louis Riel's story to the students. (See PowerPoint in appendix for photos).

Louis Riel lived long ago (1844–1885). He was a passionate Metis leader in the Red River Settlement, now known as Manitoba. Louis Riel made sure Canada's leaders did not forget about the rights of his people and everyone who lived in the Settlement at that time. He was the driving force behind Manitoba becoming Canada's fifth province and joining Confederation. Louis Riel dreamed of a province that welcomed all cultures. Today, Manitobans still share that dream. Today, we know Louis Riel as the Father of Manitoba.

## What is a Hero?

Invite students to discuss what makes a hero, and chart their responses.

“A person who is brave, good, and often looked up to by others, fearless, strong, smart... .”

Allow students to share what they value in the people they admire.

Children consider what makes Louis Riel a hero.

(Louis Riel had a special kind of courage to stand up and speak for people who could not speak for themselves. Why is Louis Riel a hero to the Metis? Why is Louis Riel a hero to all Manitobans? Can you think of a time when you or someone you know showed that kind of courage?)

## Children are Heroes, Too

Given the impact of Covid-19 on the way we are currently living our lives, explore how the individual actions we take to protect our loved ones and friends make us all heroes. Consider the role of front line health professionals, teachers and early childhood educators, families, and children.

Share this video: *My Hero is You* (UNICEF) (6 minutes, 25 seconds)

[https://www.youtube.com/watch?v=9mrrouzBgqYY&feature=emb\\_logo](https://www.youtube.com/watch?v=9mrrouzBgqYY&feature=emb_logo)

Debrief the video. (How did we see children acting like heroes in this video? How do small actions make a **big** difference in helping children stay healthy and protect those they love? What were some of the small actions we saw children taking? “washing their hands, cleaning doorknobs, practicing mindful, calm breathing, staying six feet apart”)

The wordless video was inspired by a book, which was translated into dozens of world languages. Links to free, online versions of the multilingual books are available in the appendix and for sharing with families as appropriate.

Introduce the learning experience, *In Louis Riel's Footsteps*, which will have students and their families visit some sites and landmarks of importance to the story of the Metis Nation in Manitoba, and of Louis Riel. This experience may be enjoyed in person, or virtually. There is an activity sheet for students and instructions for parents in the appendix.

Note that the Louis Riel Institute is currently creating a mobile application to inform its users about different Metis historical sites around Manitoba as well as Metis specific rights and history.

<https://www.nccie.ca/story/metis-rights-and-sites>

## Step-by-step instructions for students:

Do you have a hero? Tell us what you admire about your hero. Draw a picture, and write a sentence or two.

## Learn at Home Experience 1:

Louis Riel Tic-Tac-Toe: <http://www.rupertsland.org/wp-content/uploads/2019/10/TicTacToeLouisRiel.pdf>

RULES FOR TIC-TAC-TOE.

The game is played on a grid that's 3 squares by 3 squares.

You are X, your friend or family member is O.

Decide where you want to place your first X. Next, the other person has their turn.

The first player to get 3 of their marks in a row (up, down, across, or diagonally) is the winner.

When all 9 squares are full, the game is over.

## Learn at Home Experience 2: In Louis Riel's Footsteps

(See appendix.) After you and your family visit some of the special Manitoba locations and landmarks that help us remember Louis Riel and the Metis Nation (in person or on the internet), please share what you learned.

Where did you go?

What did you see?

What did you find out?

What do you wonder?

Draw a picture of what you saw at each stop you made. Write one or two sentences to tell us more.

## Question: Who are the Metis?

### Teacher's instructions:

#### Social Studies

#### Cluster 1: I belong

##### 1.1.1 Personal Identity

##### 1.1.2 Cultural Expressions

##### 1.1.3 Connections to the Past

#### English Language Arts

Power and Agency, Exploration and Design, Sense Making, System

#### *'I'm Rosie and I'm Métis'*

Before you share this video, ask the children to pay attention to what Rosie tells us about the story of the Metis. You may want to show it twice, as Rosie shares lots of information in three minutes.

Watch the video, *'I'm Rosie and I'm Métis': 6-year-old Manitoban teaches about history and culture*.

In this video for the National Centre for Truth and Reconciliation, Rosie Darling tells the story of her culture and talks about what it means to be Metis. It can be viewed via Facebook at

[www.facebook.com/watch/?v=665559731065749](https://www.facebook.com/watch/?v=665559731065749) (3 minutes, 16 seconds) or via this longer video

posted by the Centre for Truth and Reconciliation for Orange Shirt Day

[www.youtube.com/watch?v=kbbb5-Xp1Ys&feature=youtu.be](https://www.youtube.com/watch?v=kbbb5-Xp1Ys&feature=youtu.be) (Rosie's section is from 17:55-21:15).

Debrief the video.

Rosie tells the story of her family going back 7 generations, all the way to her great-great-great grandparents. What did Rosie tell us about how the Metis were born? What were some of the things that happened over the 7 generations Rosie describes?

Rosie said children today are proud to be Metis. She said that there is a lesson here. What is it?

"Knowing who we are, and why we are proud of it makes us happy. Happy people are nice to each other. When we are nice to each other, only good things can happen."

Invite children to share what they may know about their own family history; and how many generations they may be able to count back.

Rosie tells some of the things that are special to the Metis people. The Metis culture has many shared symbols, traditions, practices, and values. Students will learn about some of these together during this project.

Using concept mapping, students will identify members of their immediate family including grandparents and great grandparents if known. Children may continue working on this with their families and share it back with classmates at their next "real time" period. Distribute this concept map (or draw children's attention to it in their "learn at home" package).

Caution: Avoid assumptions about family structure. Some children may not live with their birth families or their nuclear family may be estranged from extended family like grandparents. Children may be part of diverse types of families, such as extended (multigenerational), multicultural, multi-religious, blended, sexually diverse, adoptive, foster, single-parent, sibling-led, grandparent-led, or common-law families, as well as traditional "nuclear" families.

#### Step-by-step instructions for students:

Ask children to print the names of the people who are important to them, like their family members and/or caregivers; and/or to draw a picture of those special people using the **My Family Connections** activity sheet (see appendix).

## Question: How do we connect with others through culture and arts?

### Social Studies

#### Connecting with Others

KI-010 Give examples of diverse ways in which people live and express themselves. Examples: language, clothing, food, art, celebrations...

KI-011 Identify similarities between diverse communities. Examples: cultural, social, geographic...

VI-006 Value diversity among their peers and community members.

#### English Language Arts

Power and Agency, Exploration and Design, Sense Making, System

**Text:** *The Giving Tree* by Leah Doiron (2009)

#### Teacher's instructions:

Note: Some of this content and these learning experiences may require teacher sensitivity to student cultural background and/or family situations.

#### Introduction to Traditions, Culture, and Arts

Students explore ways in which Metis people live and express themselves, come to understand the many similarities among apparently different communities, and appreciate diversity. They identify similarities between diverse communities and value diversity among their peers and community members.

Families have unique ways of expressing their culture and identity. Students explore the traditions of the Metis and compare those with their own families and those of their peers, and come to appreciate the importance of stories, languages, traditions, and celebrations in expressing culture and identity. Students share information with peers and discuss ways different families express their culture and identity.

Teachers may read *The Giving Tree* by Leah Doiron (2009) or share the video of the read-aloud [www.youtube.com/watch?v=T7tkLOY\\_1Q](https://www.youtube.com/watch?v=T7tkLOY_1Q) (6 minutes, 28 seconds). The story focuses on Metis traditions and way of life. It is set in present day with a grandfather telling the story of the giving tree to his grandson. The story emphasizes the core values of the Metis people while explaining why the tree received its name. The text includes Red River Cart Wheel Teachings and the meaning of the Metis infinity symbol.

Debrief this story, which reinforces ideas students have previously discussed (in Kindergarten and Grade 1) such as wants vs. needs (not taking more than you need). It demonstrates important Metis values like sharing responsibilities, and working as a community and the beautiful Metis artwork of the author.

Invite students to think about what they would do if they found the Giving Tree. (If you are a “mom, dad, child, grandparent, or another special grown-up” what would you hope to find in the hollow of the Giving Tree? If you are a “mom, dad, child, grandparent, or another special grown-up” what would you leave in the Giving Tree for others to find? What would happen if people only took things from the tree hollow, but no one ever replaced the items in the tree hollow?)

Students learn to value the past as an important way to learn about the present. Remind children of the video about Rosie, the little girl who was so very proud to be Metis. What kinds of things made Rosie so proud? Invite children to share things about their own family and culture that make them feel proud.

Sometimes, people think that the Metis language, arts and culture were from long ago. However, Metis writers such as Leah Doiron write stories about the Metis that are interesting to everyone. Metis musicians such as Sierra Noble, who is from Winnipeg, have made fiddle music popular with all Canadians. Jigging was a fun kind of dance for the Metis in the days of the Red River Settlement, but Metis people still like to dance to lively music. Many families still like to eat bannock, just as they did long ago. Metis people wore sashes in the days of the Fur Trade, but they still wear sashes now



## Question: What is the Metis sash?

### Social Studies

#### Cluster 1: I Belong

### English Language Arts

Power and Agency, Exploration and Design, Sense Making, System

### Mathematics

Patterns and Relations (Patterns) Use patterns to describe the world and solve problems.

### Visual Arts

Creative Expression in Art (A—C1) Students generate and use ideas from a variety of sources for creating art

Understanding Art in Context (A—U1) Students experience and develop awareness of artworks from various times, places, social groups, and cultures.

More information on the Metis sash can be found here: [www.louisrielinstitute.com/the-sash/](http://www.louisrielinstitute.com/the-sash/)

Text: *Little Metis and the Metis Sash* by Deborah Delorande combines Metis and Saulteaux information in an interesting story about a young Metis boy and his efforts to help his family. A good resource for elementary students about contemporary Metis culture.

### Teacher's instructions:

Students discover how the Metis Nation, families and communities express culture and identity, and explore how traditions, celebrations, and personal stories connect them to the past. Students learn about the cultural significance of the Metis sash. In addition, students demonstrate an understanding of repeating patterns (two to four elements) by describing; reproducing; extending; and creating patterns using diagrams, and actions. Children translate repeating patterns from one representation to another; and describe a repeating pattern using a letter code (e.g., ABC ABC...).

### Introduce students to the Metis sash.

Activate prior knowledge held by students. "Have you seen a Metis sash? Have you ever worn a Metis sash? Why would people wear a sash like this?"

Find pictures in the books read so far with characters wearing the Metis sash, and draw children's attention to those illustrations. (Does anyone know what these people in the story are wearing around their waists? Have you ever seen anyone you know wearing one of these? While many cultures around the world also have sashes, the Metis sash is very special.)

Read the book, *Little Metis and the Metis Sash* with the students.

What happens in this story when Little Metis is bored? What special word does the boy use for his grandmother? Do you have a special name for your grandmother or grandfather? Why does his grandmother present him with his very own sash? What are the colours you see in the sash?

An endnote in the book explains the colours and techniques for creating this multipurpose Metis sash.

If available, show students a real sash or display photos of the Metis sash for this discussion (PowerPoint). (What does it look like? What colours are in it? Do you see any patterns? Do you notice any shapes? The sash is a belt made of brightly coloured wool. The sash is approximately three metres long. Most children in Grade 1 are about 1 metre tall, so it is really, really long! If three Grade 1 students lay down on the floor, head to toe, that would be about the length of the sash.)



**How was the sash made?** (In the olden days, the sash was finger woven. That means sashes were handmade, not on a machine. It might take one hundred hours of work to make one sash.)

Share this short video that displays Fingerweaving—Rocky Mountain House National Historic Site (1 minute, 12 seconds): [www.youtube.com/watch?v=J6XPYj2Ym0Q](http://www.youtube.com/watch?v=J6XPYj2Ym0Q)

Debrief the video: (The sash was first worn by Voyageurs from French Canada. What are some of the shapes you noticed in the sashes in this video? Lightning bolt, arrow head, diamonds. What are some of the colours you saw in the sashes the woman was finger weaving?)

**Why was the sash so important to the Metis people?** (The Metis sash is both beautiful and useful too.)

In the days of the fur trade, the red sashes that voyageurs wore as they paddled their canoes west became the sashes that Metis people are famous for today. In those days, the Metis sash was part of the clothing worn by Metis people every day. Sashes were used for many reasons:

- To hold onto things that were important, like a knife for hunting, or a key to a chest left back at home, so that the key did not get lost.
- As a washcloth when you took a bath (maybe in a river or a lake).
- As a bridle to lead a horse, or under the saddle so it didn't hurt the horse.
- To help carry heavy canoes or sacks.

Some sashes had fringes or tassels that were so long, they were used for all kinds of jobs too!

- To help fix a snowshoe or a harness for the dog that pulled the sled.
- To make a snare to catch a rabbit for dinner.
- To fix a hole in clothing.
- To wrap their sash around and around their waists, so they could feel warmer even on the coldest winter day.)

**Is the Metis Sash still important today?** At the end of the story, Little Metis received a colourful Metis sash because he provided for his family. The sash remains an important symbol of the Metis community. Today people who have helped their community may receive a sash as a special thank you, at a ceremony called the "Order of the Sash." This is something that makes Metis people feel very proud. Metis women occasionally wear their sash over their left shoulder. Others wear it the same way as men do, wrapped around the waist, and tied in the middle, with the fringes hanging down.

Share the video: [What is the Métis sash? | CBC.ca](http://www.cbc.ca/What-is-the-Metis-sash/) (4 minutes, 25 seconds)

Debrief and link back to the discussion and what students have already learned about the people and their story. Display the photos of the sash again, or hold up the real sash. Ask students to look carefully at the patterns that they see in the image of a Metis sash.

(What colours do you see in this sash? What shapes do you see? What patterns do you see?)

### **Introduce a discussion about Patterns**

Mathematics is about recognizing, describing, and working with numerical and non-numerical patterns. Repeating patterns are everywhere! Patterns can be made with objects, sounds, actions, or pictures. A repeating pattern has a core that repeats over and over.)

Using the sash photos in the PowerPoint, or a real sash if available: Ask students to write down what they think the repeating pattern is for one row on the sash.

For example, if red = A, and blue = B, a pattern of red, blue, red, blue would have a pattern rule of ABAB.

Ask the students to share what they think the pattern is.

## Predicting How a Pattern Repeats

The core of a pattern is the shortest part of the pattern that repeats. Help students understand the pattern structure by examining its core. (Look at the pattern on another row of the sash. What do you notice about the pattern? What relationships do you notice? What part of the pattern repeats? What is the pattern core?)

Extension: If available, have a local expert share a sash weaving demonstration for the children.

## Learning at Home Experience 1: Metis Sash Patterning

Introduce the following activity, which children will complete independently, which asks them to reproduce and describe a pattern with a two-element core, three-element core and four-element core.

Tell students that they will make patterns similar to the Metis sashes they have seen, but that since finger weaving is hard to learn (especially online), students may use whatever media is available at home in this patterning experience. Children can use stickers, stamps, crayons, coloured pencils or markers. They may also glue colourful loose parts to the sash, such as buttons, pompoms, beads, wool or fabric, or natural items like pinecones or small seashells. Some teachers may object to the use of food products for art fearing their use inadvertently teaches young students that it is acceptable to waste limited resources—a special concern when one out of five children in Canada lives in poverty. Nonetheless, some children may use cereal, dry beans or pasta. If they have any bits of wool at home, they can add fringes at the end, too.

## Directions for Students

Ask children to cut out their sash first, and to follow the directions you have shared.

Use the Metis Sash Pattern Grid (Appendix) for this experience.

## Question: What is the flag of the Metis Nation?

### Social Studies

#### Cluster 2: My Environment

##### 1.2.2 My Province and Country KC-001

### English Language Arts

Power and Agency, Exploration and Design, Sense Making, System

Text: *Li Paviyon Di Michif (Thomas and the Metis Flag)* (2015) by Bonnie Murray

Optional: *Li Paviyon: Di Michif (Thomas and the Metis Flag)*, (9 minutes, 57 seconds) Read Aloud in English and Michif: [www.discoverweyburn.com/am1190/culture-days-features-unique-book-reading](http://www.discoverweyburn.com/am1190/culture-days-features-unique-book-reading)

Thomas is asked to bring a symbol of his culture to class. His mother shows him a Metis flag and explains the importance of the infinity symbol and its significance to the Metis people.

To learn more about the history of the Metis flag, see: [www.mmf.mb.ca/history\\_of\\_the\\_metis\\_flag.php](http://www.mmf.mb.ca/history_of_the_metis_flag.php)

## Teacher's instructions:

This is a bilingual text. Students may enjoy hearing the story read in English and Michif, which can help introduce a conversation about the Michif language. Michif is the heritage language of the Metis people. It may include a mix of words from Cree, Ojibwe, Saukteaux, French, and English. Many Metis people still speak and understand Michif today. Ask whether any child in your class knows any words in Michif they may wish to share.

## **Important Flags**

Begin by showing children the Canadian Flag. (Who recognizes it? What is the symbol we see on the flag? (The Maple Leaf) What does that mean to us as Canadians?)

Next, introduce the Infinity Flag. (See PowerPoint) (Who recognizes it? Do you remember we have seen it already, in the video about Rosie, and in the book, *The Giving Tree*? What does it mean to Metis people? What does it mean to Thomas, the boy in today's story? Invite students to share what Thomas learned, and chart these answers.

## **Metis Symbol**

Discuss the symbol on the flag and its significance to the Metis Nation.

Infinity is a Latin word that means "without end." Infinity goes on forever, so sometimes we say that space, numbers, and other things are 'infinite', because they never come to a stop.

The infinity symbol is always at the centre of the Metis flag. Invite students to share why that shape is on the flag.

Remind students that Rosie told us that the word Metis means a mix. Just like their name, the Infinity Flag is a symbol of two cultures joining together—the coming together of First Nations and the European (French and Scottish) newcomers to Manitoba, where a new nation was born—the Metis Nation. Infinity also means their nation will live forever after. The flag symbolizes Metis pride and identity. It is the oldest patriotic flag in Canada—much older than the Canadian flag! It is still flown by the Metis Nation today.

If there is a building in your community that flies the Metis flag, or if it is on display anywhere in your school, draw the children's attention to that.

Encourage the children's exploration of the symbol on the flag. As students view the Metis flag with its infinity symbol, ask them to imagine they are running their finger around the shape 3 or 4 times (or to do so on their computer screens). Where does the shape stop? Or, does it ever stop? What else does it look like? (Some children may notice it's something like the number 8, laying on its side, or like a racetrack.)

Share this video: Metis Flag: [www.youtube.com/watch?v=nSGBm1v\\_OEI](http://www.youtube.com/watch?v=nSGBm1v_OEI) (2 minutes)

Debrief the video. (This video tells us about the blue Metis flag, but also tells us about a red Metis flag. Why there were two flags?)

The students' task will be to recall and recreate the Metis flag.

Using the activity sheet, The Flag of the Metis Nation, (appendix) ask students to draw what the Metis flag looks like to them; and to write a sentence or two about what that flag means to them.

Things to consider: symmetry, line, colours, use of space

## **Instructions for students:**

Using the activity sheet, The Flag of the Metis Nation (appendix), draw what the Metis flag looks like. Next, write a sentence or two about what that flag means.

First draw with pencil, then once you are satisfied, add colour with crayons, markers, or paints.

### Extension Experience: Infinity 8s

This calming activity is suggested by Leah Kalish, *Move with Me Yoga Adventures*:

<https://move-with-me.com/self-regulation/4-tools-to-help-young-children-self-regulate-focus>

This may be a great social-emotional experience to introduce as a brain break, if children are tiring of too much screen time during your virtual lessons. According to Leah Kalish, Infinity 8s help to relax and stretch children's eye muscles, helping them self-regulate and to see, read, and write more clearly and easily.

#### Instructions for Students:

1. Hold one thumb up at your eye level.
2. Next, draw a large infinity symbol in the air in front of you.
3. Let your eyes follow your thumb while keeping your head very still.
4. Try this several times, first moving the same way as the numbers on the clock do, and then moving the opposite way.
5. Is one way harder for you than the other?
6. What happens if you switch your thumb?

Although children seem particularly interested in the notion of "infinity" in mathematics until they are much older, it is interesting to see what knowledge they might already hold about the concept of infinity.

For example, in the *Toy Story* movies, Buzz Lightyear often mentions infinity:

[www.youtube.com/watch?v=pbbv2C4MMcg](http://www.youtube.com/watch?v=pbbv2C4MMcg) (37 seconds)

Children may have played video games or seen movies based on the Marvel Comic's Infinity Saga.

If children seem particularly interested in the notion of infinity, share this video of the children's book, *Infinity and Me* by Kate Hosford, as read by a very enthusiastic girl:

[www.youtube.com/watch?v=e6YmHuyT11k](http://www.youtube.com/watch?v=e6YmHuyT11k) (5 minutes, 41 seconds)

#### Learning at Home Experience 1 (optional)

**Elzéar Goulet Park** is located in Winnipeg in the neighbourhood of St. Boniface. It is on the banks of the Red River on the west side of Taché Avenue at the foot of La Verendrye and Aubert streets. It honours Metis leader Elzéar Goulet and has a walking path in the shape of an infinity symbol—which also appears on the flag of the Metis Nation.

### Question: What is the Red River jig?

#### Social Studies

#### Connecting with Others

#### English Language Arts

Power and Agency, Exploration and Design, Sense Making, System

#### Physical/Health Education/: Movement

#### Arts Education: Dance Language and Performance Skills

Creative Expression in Dance (DA—C1)

Understanding Dance in Context (DA—U1)

**Text:** *Jenneli's Dance* (2008) by Elizabeth Denny (Author), Chris Auchter (Illustrator)

Jenneli is a shy young girl who feels that she is nothing special, until she learns about the Metis Red River jig from her Grandma Lucee. *Jenneli's Dance* is a story that instills a sense of pride in the Metis culture, and deals with issues of overcoming low self-esteem.

**Teacher's instructions:**

Read the book to the children and then debrief.

How did Jenelli show both bravery and courage in this story? (She overcomes her fear of the dance contest). How does Jenelli connect with her friends through the dance? (She teaches her classmates a bit of the jig.) This story can help introduce conversations about bullying, self-confidence, courage, bravery, physical activity, and sharing cultures.

Use the Retelling a Story graphic organizer (see appendix) as an aid to help children retell this story.\*

\* This idea from Elementary Lessons for *Jenneli's Dance Teacher's Guide*, Lessons, and Assessment Ideas. Created by: Kaitlin Walker, 2018 Werklund Graduate.

<https://werklund.ucalgary.ca/teaching-learning/jennelis-dance>

Children will use "First, Next, Then and Last" as they recall the story. Students can write or draw to show what they recall.

**Introduce the Red River Jig**

Students learn to value diversity among their peers and community members by learning about the history of the Red River Jig and its continued enjoyment in the present time.

The Red River Jig was the most popular dance of all the early settlers at Red River including the Red River Metis. It originated from the Indigenous pow-wow, though it also contains some of the essentials of Scottish and Irish reels, jigs and square dancing. People still dance the basic jig step in most Metis communities. Dancers can add their own "fancy" dance steps that may be unique to their home community.

Students explore elements of dance such as body, space, relationships, motion factors and gestures demonstrated in the Red River Jig. Students have opportunity to practice some basic Physical Education movement skills while responding to musical stimuli.

Share this video to provide children with a sense of the speed and fun of the Red River Jig: *The Genaille Girls doing the Red River Jig—Asham Stompers* (1 minute, 23 seconds)

[www.youtube.com/watch?v=6SUEq\\_gI9Bc&feature=emb\\_logo](http://www.youtube.com/watch?v=6SUEq_gI9Bc&feature=emb_logo)

The following two short videos break down the steps so that students can give jigging a try.

**Step-by-step instructions for students:**

Invite children to watch each video first, then replay it. Ask children to follow the directions provided. Students will need enough space to practice a few dance steps safely. Ideally, they should be able to raise their arms to the side and not crash into their computer or any furnishings or people close by.

Red River jig tutorial (2 minutes, 30 seconds): [www.youtube.com/watch?v=O4LhpRlaYSY](http://www.youtube.com/watch?v=O4LhpRlaYSY)

Studio K Away: *Métis Jigging* | CBC Kids (1 minute, 41 seconds)

<https://www.youtube.com/watch?v=i9BgghUnB8M>

Finally, teachers may play this version of The Red River Jig, by Winnipegger Sierra Noble on her instrumental album *Spirit of the Strings*, which she recorded when she was only 14 years old. The entire album of traditional Metis fiddle tunes is on YouTube. Children may be interested in knowing that since this recording, Sierra's music has taken her around the world, touring in Canada, the US, Europe, and South America. She has performed at the 2010 Winter Olympics, 2015 Pan Am Games Aboriginal Pavilion, at National Aboriginal Day Celebrations across the country, on television shows and with many famous musicians such as Paul McCartney and Bon Jovi. Sierra says she can play many different styles of fiddle music, but Metis fiddle is her heart and soul.

Sierra Noble—*Red River Jig*: (2 minutes, 39 seconds)

[www.youtube.com/watch?v=1XsrUYNPDks&list=PLYhOoxiaR5hEdWTcQAli6nfihWQ\\_fL-3G&index=1](https://www.youtube.com/watch?v=1XsrUYNPDks&list=PLYhOoxiaR5hEdWTcQAli6nfihWQ_fL-3G&index=1)

Students are encouraged to try out some of the steps they have practiced.

Support children to deepen connections and appreciation of diversity. Invite students to share information about any of their own cultural/ folk dancing they may be learning to do. (Is there a dance in their family that the grown-ups have taught the children? Is there a special dance at their own family celebrations? Does it tell a story? Can they share some things they know about it, or demonstrate a few steps for their peers the way that Jenelli did for her friends?)

### **Question: How do you make Bannock?**

Inspired by Canadian Geographic Education: METIS TRADITIONAL FOODS #1

<https://onlineclassroom.cangeoeducation.ca/wp-content/uploads/2020/11/Traditional-Foods-Lesson-1-1.pdf>

**Social Studies**

**Connecting with Others**

**English Language Arts**

Power and Agency, Exploration and Design, Sense Making, System

**Mathematics: Shape and Space (Measurement)**

**Physical/Health Education: Healthy Life Style Practices**

### **Optional Supplementary Text**

*Bread, Bread, Bread* (1993) by Ann Morris

This photographic round-the-world tour provides a glimpse into the rich variety of world cultures, as well as an informative look at an important food that everyone agrees is as necessary as water and air.

### **Teacher's instructions:**

Students continue to develop appreciation for our connections and our diversity, through cooking a traditional Metis food (bannock). Children will learn the steps of making bannock and familiarize themselves with the components of a recipe.

With the support of their families, children will prepare and cook bannock by following the instructions provided (see Appendix) and using accurate measurements.

Engage students in the subject of food and cooking by asking about some of their favourite dishes, and why those foods are special to them. (What do you eat on special occasions? Does your family cook meals together? What do you cook? Do any foods make you think of certain events or people in your life? What is your favourite kind of bread?)

Introduce Bannock by reminding students that in the book read previously, *Little Metis and the Metis Sash*, the boy eats bannock with his family. Invite children to share whether they have ever tried it, and if so, where or when.

Bannock (or fry-bread), also known as “la gaalet” in French and “lakalet” in Michif was originally brought to Canada by traders and explorers from Scotland. First Nations and Metis people adopted bannock in their cuisine in the eighteenth and nineteenth centuries after their encounters with Scottish fur traders. Today, many Indigenous families still prepare this bread, and many other Canadians enjoy it too.

This video shows two children learning to make bannock with their grown-up. *Wild Child Campfire Cooking-Bannock on the Stick* (4 minutes, 30 seconds), [www.youtube.com/watch?v=5ReNOVezTfy](http://www.youtube.com/watch?v=5ReNOVezTfy). This video shows how to wrap small balls of dough onto a stick to cook over a winter campfire. This video could be shared with families but assure families that the bannock recipe provided can be made indoors.

Tell students that with the help of their grownups, they will be making a favourite food of the Metis people, called bannock. While most Metis use non-standard measurement when making bannock and do not need to follow a recipe, we will use a recipe for Tsaibesa's Bannock (appendix) to help make sure the bannock will taste delicious. Review the recipe together.

### **Learn at Home Experience 1: Making Bannock**

Children might like to hear the story *Bread, Bread, Bread* read aloud [www.youtube.com/watch?v=lav4KU6LX0I](http://www.youtube.com/watch?v=lav4KU6LX0I) (1 minute, 51 seconds)

Parents or caregivers can be asked take a few notes about their students' accuracy when measuring, their ability to follow instructions, and their participation during discussions about bread. Several photos of the child preparing and eating the bannock would be an added bonus.

Step-by-step instructions for students:

Carefully follow the directions in the recipe called Tsaibesa's Bannock.

After you have shared the bannock and eaten with your family, draw a picture of what it looked like. Please write one or two sentences about how it tasted.

### **Learn at Home Experience 2: Cultural Expressions—Family Tradition Comparison** (appendix)

Students will draw a picture of one of their own family traditions and one of the Metis family traditions and will write one sentence about how they are the same, and another sentence about how they are different.

## **Question: Why do we celebrate Louis Riel Day?**

### **Social Studies**

#### **Cluster 1: I Belong**

### **English Language Arts**

Power and Agency, Exploration and Design, Sense Making, System

### **Math: Develop number sense**

### **Teacher's instructions:**

Throughout this inquiry, students have explored how the past shapes the present and influences the future. Students explore how celebrations like Louis Riel Day connect them to the past.

### **Honouring Louis Riel**

Share some of the ways that Canada and Manitoba have honoured Louis Riel.

- Governments have taken action. (In 1992, the Parliament of Canada and the Legislative Assembly of Manitoba recognized Riel's contribution to the development of the Canadian Confederation and his role, and that of the Metis, as founders of Manitoba.)
- There are special Louis Riel Days in some of the other provinces, too but they happen in other months of the year, not February.
- People have created comic books, operas, books, and movies to tell his story.
- Canada Post has made Louis Riel stamps.
- There are statues of him in public places in Manitoba and across Canada.
- There are streets, schools, and bridges named after him.



Share this video that shows how the Royal Canadian Mint released a new collector coin featuring Louis Riel on his 175th birthday: <https://toronto.citynews.ca/video/2019/10/22/new-coin-featuring-louis-riel-released-by-mint> (1 minute, 52 seconds)

Pause the video during the close-up of the coin, drawing children's attention to key features that link to the inquiry. (See if you can find: the looped form of the Metis sash; Louis Riel's title in three different languages: Michif (the language of the Metis Nation), English, and French; Louis Riel's signature—the way he signed his name; the infinity shape.)

In 2020 the Prime Minister of Canada, Justin Trudeau said: "Today, I encourage all Canadians to recognize Louis Riel's contributions to the development of Canada and the role that the Metis Nation has played, and continues to play, in building a fairer and more inclusive country."

### **When is Louis Riel Day?**

Students are helped to see and describe how the repeating patterns of the seasons influence their lives. (In our province of Manitoba, Louis Riel Day is a yearly holiday on the third Monday of February.)

### **Louis Riel Day Calendar Activity**

Students use real-world contexts for math problems whenever possible. Although learning to read a calendar is not a specific outcome in the Grade 1 Math curriculum, many Grade 1 teachers use their first whole group meeting of the day to review the day of the week, the date/month/year, the weather, and upcoming events. As such, teachers may find the opportunity to link the unfolding of this inquiry over the two-week block, and the occasion of Louis Riel Day. Use a real calendar.

(We celebrate Louis Riel on the third Monday of February in Manitoba. How many days away is Louis Riel Day from today? You can count forward or back with the children, by 1s, by 2s ... .)

### **Why do we celebrate Louis Riel Day?**

Share this short video: *Why do we celebrate Louis Riel Day in Manitoba?*  
[www.youtube.com/watch?v=ZUocUjrH-n4](https://www.youtube.com/watch?v=ZUocUjrH-n4) (36 seconds)

Debrief the video, which reviews all the ideas students have explored so far.

Invite students to list the reasons for the celebration and chart these, one last time.

(Manitobans honour Riel's life and achievements, as founder of Manitoba and leader of the Metis Nation.)

### **How did the government of Manitoba decide on the name for the February holiday?**

In 2007, The Government of Manitoba invited students to enter a contest to name the day. More than 100 schools joined the contest. The winning name was 'Louis Riel Day' in his honour. Eleven schools submitted the winning entry. Each school received \$1,000 prize to buy new books for their school library. You can show the other names schools chose, to see if their own school made a suggestion, at [www.gov.mb.ca/asset\\_library/en/government/participatingschools.pdf](https://www.gov.mb.ca/asset_library/en/government/participatingschools.pdf).

### **What do people do on Louis Riel Day?**

Louis Riel Day is a public holiday in Manitoba, where it is a day off for most of us, when schools and many businesses are closed. Louis Riel Day gives people in Manitoba the chance to enjoy some time with their families, to take a short winter break or to take part in outdoor sports activities like skating, sledding, ice-fishing, curling. It is also a time when students can share what they have learned about the Metis people's culture, language, heritage and homeland.

### **Celebrate Louis Riel Day!**

Share this video: *Fun at The Forks on Louis Riel Day* (1 minute, 54 seconds)

[www.cbc.ca/player/play/2654166683](http://www.cbc.ca/player/play/2654166683)

Students share their own ideas of what they hope to do to celebrate; chart these.

(Learn more about Louis Riel. Watch some of the videos together with your family. Create and display your artwork about Riel and the Metis. Dance the jig, sing, or listen to fiddle music. Enjoy some bannock.

Perform a play about Louis Riel. If there is a community event that you can attend safely, see if your family would like to go. Visit some of the places and historic sites famous to Louis Riel and the Metis. Have fun!)

### **Concluding the Inquiry**

Through this inquiry, students were introduced to the Manitoba Metis, and Louis Riel's role as Father of Manitoba. They have heard stories and watched video about Metis people. Students have grown to understand the ways that stories, traditions, and celebrations help connect us to previous generations and to the past and teach us about the time we live in now. Students have had opportunity to share some of their own important family traditions and celebrations, and learn about similar experiences of their classmates.

This final video helps students to understand the continued vibrancy of the Metis people.

*Celebrate your Identity—Become a Citizen of the Métis Nation* (1 minute, 4 seconds)

[www.youtube.com/watch?v=AZ8s6Acw3mU](http://www.youtube.com/watch?v=AZ8s6Acw3mU)

In these closing activities, invite children to complete a poem that integrates Diversity—Similarity Poem (appendix). Invite children to share their poetry with their peers and their families.

Ask students to return to their KWL (appendix) and fill out "L" → WHAT I LEARNED

## APPENDIX (PRINTABLE SUPPORT MATERIALS INCLUDING ASSESSMENT)

Grade 1: Louis Riel and the Metis Project Rubric  
Grade 1: Mathematics Rubric  
Grade 1: English Language Arts Assessment Tool  
Grade 1: KWL about Louis Riel Day  
Grade 1: Connections to the Past—Family Connections  
Grade 1: Louis Riel Footsteps  
Grade 1: Metis Sash Pattern Grid  
Grade 1: The Flag of the Metis Nation  
Grade 1: Retelling a Story  
Grade 1: Appendix P: Simple Recipes for Children  
Grade 1: Cultural Expressions—Family Tradition Comparison  
Grade 1: Diversity—Similarity Poem  
Grade 1: Vocabulary  
Grade 1: For Parents/Caregivers

Grade 1 Louis Riel and the Metis Project Rubric					
Report Card Subject Category	Very good to excellent (4)	Good (3)	Basic (2)	Limited (1)	Not demonstrated (ND)
<b>Social Studies— Knowledge and Understanding</b>	Student thoughtfully synthesizes, organizes, and represents the important and significant vocabulary and information while exploring the history, culture, and contributions of the Manitoba Metis and why we celebrate Louis Riel Day.	Student accurately synthesizes, organizes, and represents relevant vocabulary and information while exploring the history, culture, and contributions of the Manitoba Metis and why we celebrate Louis Riel Day.	Student requires occasional teacher or peer support to determine relevant information, accurately synthesize, organize and represent appropriate information while exploring the history, culture, and contributions of the Manitoba Metis and why we celebrate Louis Riel Day.	Student requires considerable, ongoing teacher support to determine relevant information, accurately synthesize, organize and represent appropriate information while exploring the history, culture, and contributions of the Manitoba Metis and why we celebrate Louis Riel Day.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Social Studies— Research and Communication</b>	Student thoughtfully synthesizes and communicates important information and ideas while exploring the history, culture, and contributions of the Manitoba Metis and why we celebrate Louis Riel Day.	Student understands and communicates relevant information and ideas while exploring the history, culture, and contributions of the Manitoba Metis and why we celebrate Louis Riel Day.	Student requires occasional teacher or peer support to understand and/or communicate relevant information and/or ideas while exploring the history, culture, and contributions of the Manitoba Metis and why we celebrate Louis Riel Day.	Student requires considerable, ongoing teacher support to understand and/or communicate relevant information and/or ideas while exploring the history, culture, and contributions of the Manitoba Metis and why we celebrate Louis Riel Day.	Does not yet demonstrate the required understanding and application of concepts and skills.
<b>Social Studies— Thinking and Citizenship</b>	Student thoughtfully recognizes and values how people, events, and ideas of the past shape the present and influence the future.	Student recognizes and values how people, events, and ideas of the past shape the present and influence the future.	Student requires occasional teacher or peer support to recognize and values how people, events, and ideas of the past shape the present and influence the future.	Student requires considerable, ongoing teacher support to recognize and values how people, events, and ideas of the past shape the present and influence the future.	Does not yet demonstrate the required understanding and application of concepts and skills.

## Mathematics (Patterning) Rubric

Student:	<i>Basic descriptors to help guide your formative assessments.</i>			
Full details of the student achievement profiles can be found here: <a href="#">Knowledge and Understanding</a> <a href="#">Subject Category: Mental Mathematics and Estimation</a> <a href="#">Subject Category: Problem Solving</a>	Requires considerable ongoing teacher support.	Requires occasional teacher or peer support.	Accurate, clear, and uses appropriate strategies and procedures. Requires occasional prompting for clarification.	Accurate, clear, flexible, consistent, and efficient. Justifies and explains reasoning clearly and completely using accurate math vocabulary.
	<b>Limited</b>	<b>Basic</b>	<b>Good</b>	<b>Very Good/Excellent</b>
<i>Tracking student data throughout these learning experiences allows the teacher to make an informed assessment about a student's level of achievement of these outcomes.</i>				
1.PR.1. Demonstrate an understanding of repeating patterns (two to four elements) by describing; reproducing; extending; creating patterns using manipulatives, diagrams, sounds, and actions. [C, PS, R, V]				
1.PR.2. Translate repeating patterns from one representation to another. [C, R, V]				

## English Language Arts Assessment Tool

### Grade 1 Louis Riel and the Metis Inquiry Project

The following chart is one way to record your body of evidence of student learning. It is important to consider the identified grade band descriptors in relation to the practices and elements as you look through the body of evidence. You are describing the extent to which students enacted the descriptors. Transfer this information into the appropriate report categories.

<b>Evidence of Learning in English language arts</b> <a href="https://app.mapleforem.ca/en/groups/229/wiki/pages/1622#3to5overview">https://app.mapleforem.ca/en/groups/229/wiki/pages/1622#3to5overview</a>		<b>Interrelated Dimensions of Learning Growth (IDOL-G)</b> <a href="https://app.mapleforem.ca/en/groups/229/wiki/pages/2205">https://app.mapleforem.ca/en/groups/229/wiki/pages/2205</a>			
		<b>Independence</b> Emerging Expanding Extending	<b>Breadth</b> Emerging Expanding Extending	<b>Depth</b> Emerging Expanding Extending	<b>Transformation</b> Emerging Expanding Extending
<i>4 ELA Practices &amp; Elements</i>	<i>Grade Band Descriptors Identified</i>				
<b>Power Agency</b> <ul style="list-style-type: none"> <li>Recognize and analyze inequities, viewpoints, and bias in texts and ideas</li> <li>Investigate complex moral and ethical issues</li> <li>Contemplate the actions that can be taken, consider alternative viewpoints, and contribute other perspectives</li> </ul>	Learners are recognizing that different experiences, opinions, and ideas have an impact on understanding.				
	Learners are expressing opinions and judgments.				
<b>Exploration and Design</b> <ul style="list-style-type: none"> <li>Research and study topics and ideas</li> <li>Interpret and integrate information and ideas from multiple texts and sources</li> <li>Manage information and ideas</li> <li>Invent, take risks, and reflect to create possibilities</li> </ul>	Learners are actively partaking in communities to explore ideas and deepen thinking.				
	Learners are using different sources to explore ideas and to deepen and extend thinking.				

<b>Sense Making</b> <ul style="list-style-type: none"><li>• Access, use, build, and refine schema</li><li>• Select from and use a variety of strategies</li><li>• Be aware of and articulate the ways that one engages with text.</li></ul>	Learners are responding to text in different ways to build and share understanding.				
	Learners are making decisions about how to communicate ideas.				
<b>System</b> <ul style="list-style-type: none"><li>• Recognize, apply, and adapt rules and conventions</li><li>• Identify, analyze, and apply understandings of whole-part-whole relationships</li></ul>	Learners are experimenting with, using, and adjusting conventions of familiar print, oral, and visual texts to enhance communication.				



## **Student Package**



# KWL about Louis Riel Day

**K**

What I know....

**W**

What I wonder....

**L**

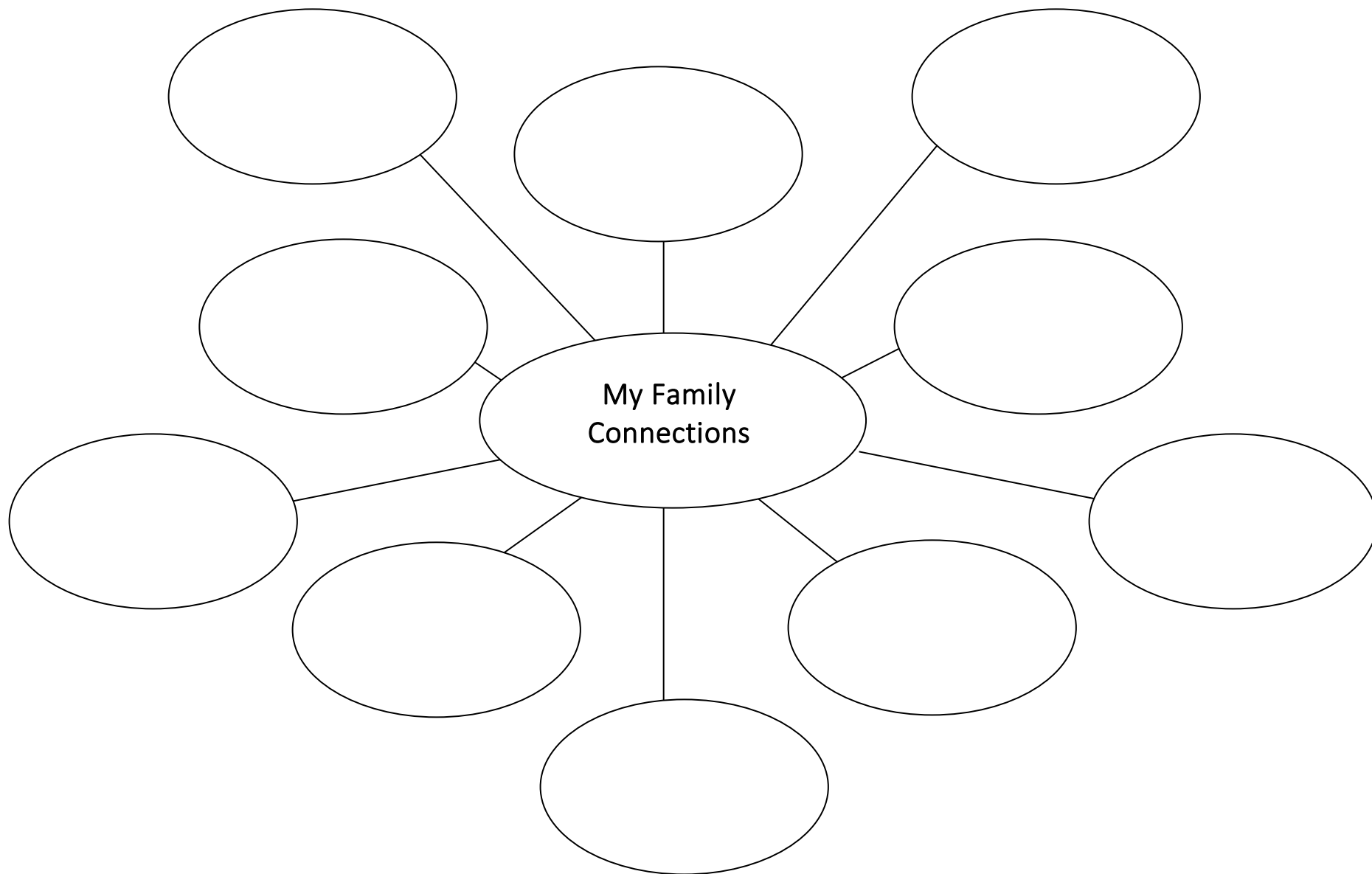
I learned....

Beside the I Know box, list all the things you already know about Louis Riel, Louis Riel Day, and the Metis. You can also draw pictures.

In the I Wonder box, list some questions you would like to have answered.

Leave the I Learned box empty for now.

## Connections to the Past—Family Connections



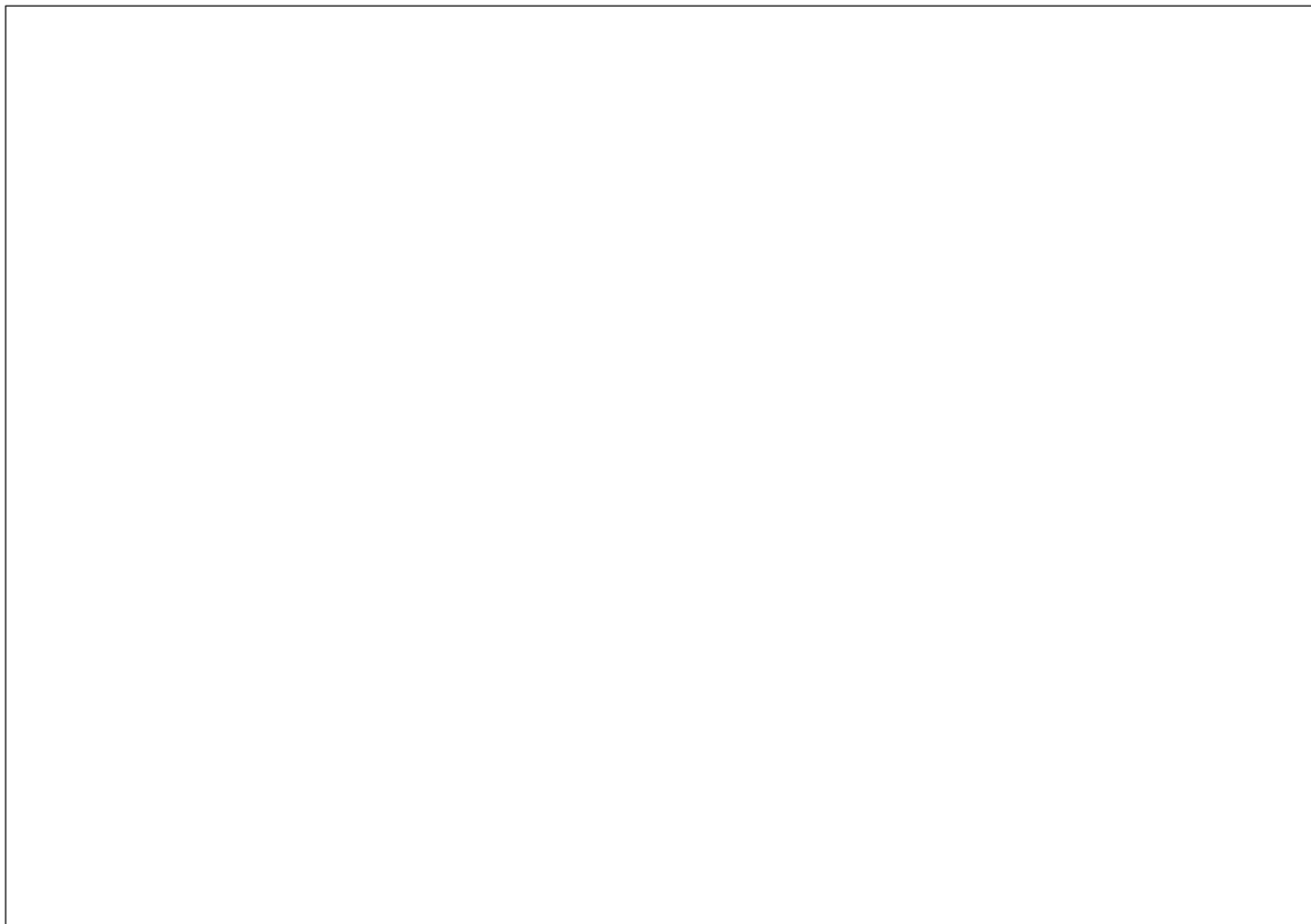
# Louis Riel's Footsteps



After you and your family visit some of the special Manitoba locations that help us remember Louis Riel and the Metis Nation (in person or on the internet), please share what you learned.

Where did you go?                      What did you see?                      What did you find out?                      What do you wonder?

Draw a picture of what you saw at each stop you made. Write one or two sentences to tell us more.



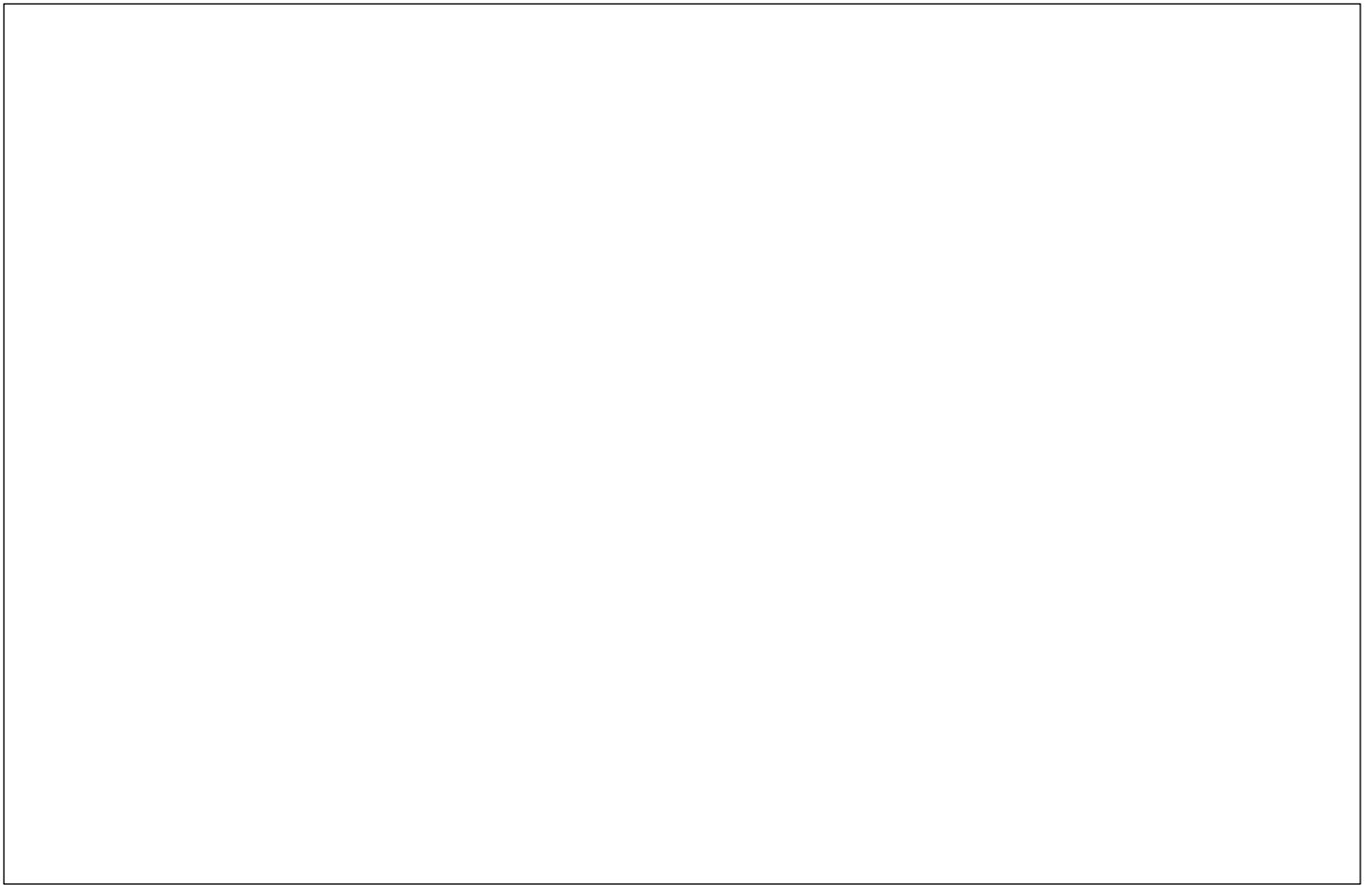
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# Metis Sash Pattern Grid

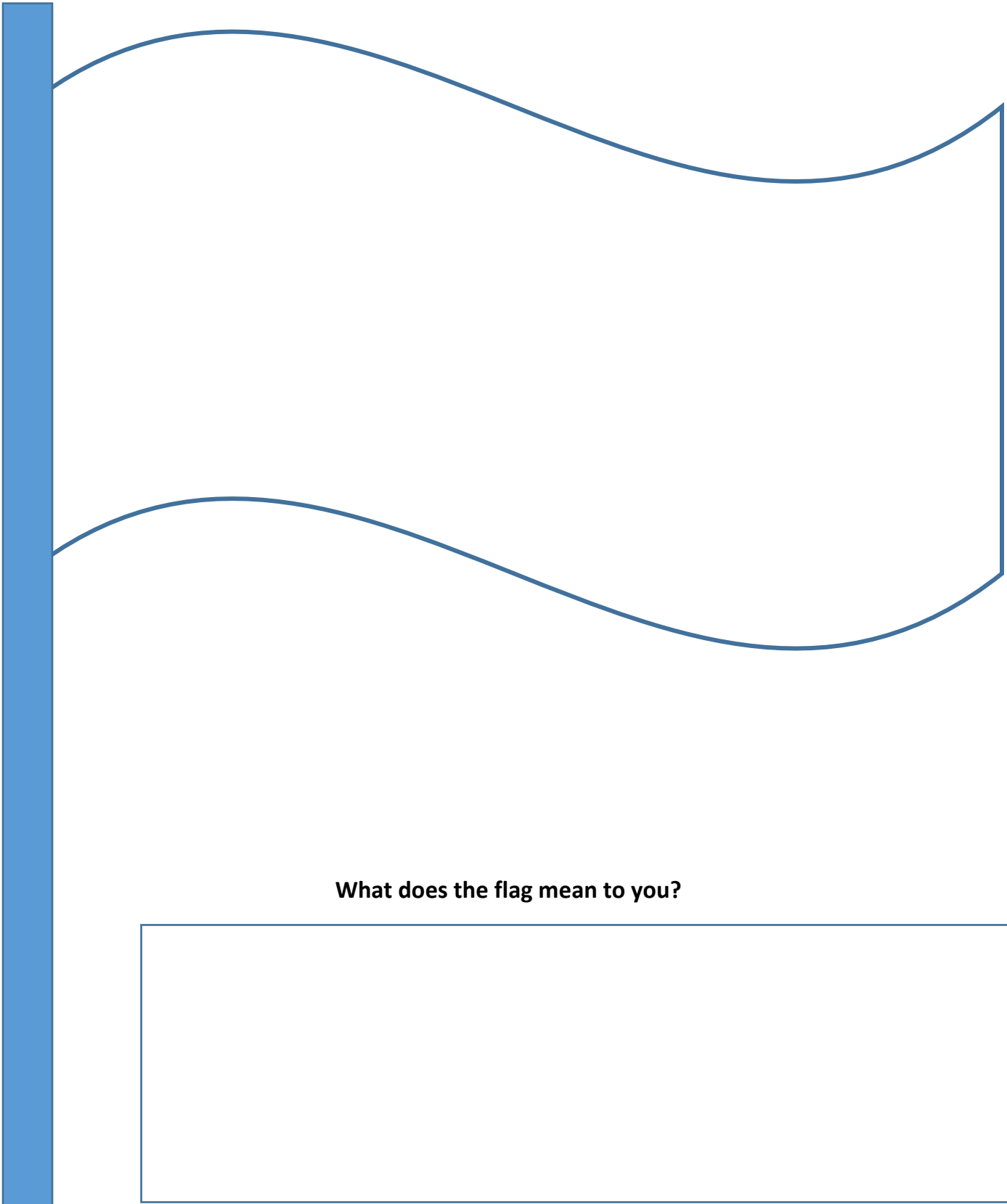
Can you make your own Metis sash following these patterns? First, carefully cut out the sash.

You can glue on loose parts from home like beads, buttons, bits of wool or pom-poms, stickers, or stamps or loose parts from nature like small seashells or pinecones. You can also use crayons, coloured pencils, markers or even paint. You can add some tassels on the ends, if you have some bits of wool.

[illegible]



# The Flag of the Metis Nation



**What does the flag mean to you?**

A large empty rectangular box for writing.

# Retelling a Story

Name :

I can retell the story of *Jenelli's Dance* using "First, Next, Then and Last."

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# Simple Recipes for Children

## Tsaibesa's Bannock\*

### HERE'S WHAT YOU WILL NEED:

- 1 L (4 cups) all-purpose flour
- 25 mL (2 tablespoons) baking powder
- 5 mL (1 teaspoon) sugar
- 2 mL ( $\frac{1}{2}$  teaspoon) salt
- 2 mL ( $\frac{1}{2}$  teaspoon) bacon fat or lard
- 500 mL (2 cups) water or milk

### HERE'S WHAT YOU HAVE TO DO:

In a large bowl, mix flour, baking powder, sugar, and salt.

**With the help of an adult**, in a medium cast-iron frying pan, melt the fat and add the water or milk. Pour the [fat and] water or milk into the flour mixture and mix thoroughly with a fork. If the dough is too dry, add more water.

Then turn the dough out onto a floured . . . counter. Knead it for at least 3 minutes until it feels firm and the fat is evenly blended. Transfer the dough to the frying pan and pat it out to about 2 cm ( $\frac{3}{4}$ " ) thickness. Stab it all over with a fork.

**With the help of an adult**, bake the bannock at 180 degrees Celsius (*350 degrees Fahrenheit*) for 45 minutes to an hour, until it's golden brown.

. . . Spread with butter or strawberry jam and eat it warm.

### Notes

- You can substitute whole wheat for white flour.
- You may wish to use oil as an alternative to fat or lard. Be aware that some religions forbid the use of bacon fat/lard.
- You will need the following utensils: large bowl, measuring cup, fork, measuring spoons, and cast-iron frying pan.  
Talk with the children about how the four dry ingredients all look similar. All are white powders. You can taste a tiny bit of each and talk about how they all taste different.
- You may wish to pat the dough to about 1 cm thickness.
- You may want to make an alphabet letter with the dough.
- Use margarine or your favourite jam or topping.

Source: Indian and Northern Affairs Canada. *Chances Are, It's Aboriginal! A Conversation about Aboriginal Foods*. Ottawa, ON: Minister of Public Works and Government Services Canada, 1998. 4. Available on the Aboriginal Affairs and Northern Development Canada website at [https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/ach\\_lr\\_ks\\_rrds\\_fd\\_1302786193164\\_eng.pdf](https://www.aadnc-aandc.gc.ca/DAM/DAM-INTER-HQ/STAGING/texte-text/ach_lr_ks_rrds_fd_1302786193164_eng.pdf) (19 Mar. 2015).

# Cultural Expressions—Family Tradition Comparison

Draw a picture of one of your family traditions and one of the Metis family traditions. How are they the same/different?

The image contains two large, empty circles side-by-side. The left circle is intended for drawing a family tradition, and the right circle is intended for drawing a Metis family tradition. Each circle has a small rectangular label at its top edge. The label for the left circle says 'My Tradition' and the label for the right circle says 'My Friend's Tradition'.

My Tradition

My Friend's Tradition

Same \_\_\_\_\_

Different \_\_\_\_\_

## Diversity—Similarity Poem

People eat \_\_\_\_\_

People eat \_\_\_\_\_

People eat \_\_\_\_\_

People, people everywhere.

People wear \_\_\_\_\_

People wear \_\_\_\_\_

People wear \_\_\_\_\_

People, people everywhere.

People speak \_\_\_\_\_

People speak \_\_\_\_\_

People speak \_\_\_\_\_

People, people everywhere.

People \_\_\_\_\_

People \_\_\_\_\_

People \_\_\_\_\_

People, people everywhere.

## Vocabulary

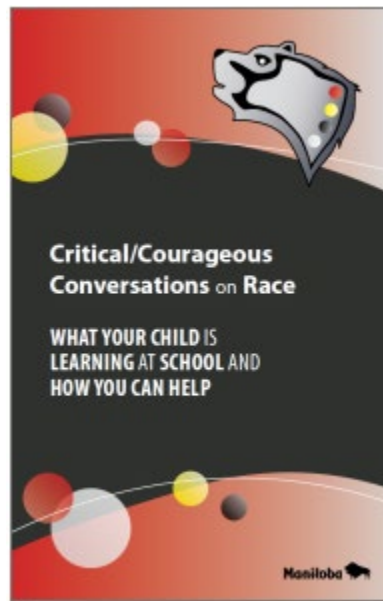
Students may cut out these vocabulary words and refer back to them to support their writing work in this inquiry.

Metis	Hero
Manitoba	Culture
Canada	Proud
Settlement	Red River
Louis Riel	Fiddle
Flag	Bannock
Sash	Jig
Present	Past
Statue	Landmark
Michif	

**For Parents/Caregivers**



## What your child is learning at school and how you can help



***Critical/Courageous Conversations on Race: What your child is learning at school and how you can help*** (📄 507 KB)

This document is a parent companion to *Creating Racism-Free Schools through Critical/Courageous Conversations on Race*. These documents are aimed at promoting school divisions, schools, teachers, parents and students to undertake critical and courageous conversations on racism to create inclusive and equitable classrooms and schools for First Nation Metis Inuit students and all students. It provides a vision of how parents and grandparents can help prepare their children to meet the challenges of an increasingly diverse society while creating local and international communities characterized by diversity, justice and equality.

# Sites Commemorating Louis Riel and the Metis Nation



Take a ride with your family to explore some of these locations and landmarks with special significance to the Manitoba Metis and Louis Riel, or check out the video links for a virtual experience. Your child will use the [In the Steps of Louis Riel](#) activity sheet, to draw and write about your journey.

## Manitoba communities with Metis roots

- St. Ambroise
- St. Leon
- St. Malo
- St. Vital (part of Winnipeg)
- St. Boniface (part of Winnipeg)
- St. Norbert (part of Winnipeg)
- Ste. Elizabeth
- Ste. Anne
- Marchand
- St-Lazare
- Ste. Agathe
- San Clara
- St. François Xavier
- St. Adolphe
- Norway House
- Lorette
- Cross Lake
- Duck Bay
- Ile des Chênes
- St. Eustache
- Ste-Geneviève

## Within Winnipeg city limits

### Riel bust at St. Boniface Museum

The bust of Riel is located in front of the St. Boniface Museum, 494 Taché Avenue. It was sculpted by noted Francophone artist, Réal Bérard.

### Riel Statue on Legislative Building Grounds

The Louis Riel statue on the south grounds of the Manitoba Legislative Building, 450 Broadway. It was erected by the Manitoba Metis Federation to complement the development of the plaza, fountain and river walk.

### Riel's gravesite at St. Boniface Cemetery

Louis Riel was buried in the picturesque St. Boniface Roman Catholic Cathedral Cemetery (190 ave de la Cathédrale), which is located northeast of the St. Boniface Museum (494 Taché Avenue).

### Riel statue at St. Boniface College

It is located on the grounds of St. Boniface College, 200 ave de la Cathédrale and was created by Marcien Lemay and Etienne Gaboury. The Manitoba Metis Community does not look favourably on this statue's portrayal of the anguish and bondage of the Metis leader. Originally at the Legislative Building the statue was moved due to the community's response.

## **Esplanade Riel**

The magnificent cable stayed footbridge connects St. Boniface to The Forks. It provides a wonderful view of Old St. Boniface, The Forks, and The Forks National Historic Site.

## **Riel House National Historic Site**

330 River Road (Saint Vital). Travel back to spring 1886, six months after the death of Louis Riel. Visit his family home and discover what life was like for the Riel family and Metis who lived along the banks of the Red River.

**Virtual Field Trip** here:

[www.youtube.com/watch?v=4e8Ym6\\_H130&list=PL0e6XX2wBaibLODdkmy6VcFzZVj3y-jBQ&index=15](http://www.youtube.com/watch?v=4e8Ym6_H130&list=PL0e6XX2wBaibLODdkmy6VcFzZVj3y-jBQ&index=15)

## **The Battle of Seven Oaks National Historic Site**

You can find this site at the intersection of Main Street and Rupertsland Boulevard. The Battle of Seven Oaks occurred near this location, on June 19 1816, between a group of Metis and a group of Red River Settlers.

**Virtual Field Trip** here:

[www.youtube.com/watch?v=ctnyCH0iUSE&list=PL0e6XX2wBaibLODdkmy6VcFzZVj3y-jBQ&index=10](http://www.youtube.com/watch?v=ctnyCH0iUSE&list=PL0e6XX2wBaibLODdkmy6VcFzZVj3y-jBQ&index=10)

Upper Fort Garry Gate is located in Winnipeg, at 130 Main Street at Broadway. Constructed of limestone and wood in 1853 for the Hudson's Bay Company's fur trade fort in the Red River Settlement, it was the location of the government of the day. It later became centre-stage for political resistance in young Canada.

St. Boniface Cathedral was destroyed and rebuilt at least twice since the days when Riel lived in the Red River Settlement. It is where Louis Riel's parents were married and was central to the Franco-Manitoban population that lived on the banks of the Red River.

**Grant's Old Mill** is located at 2777 Portage Avenue, in Winnipeg. A grain mill operated at this site on Sturgeon Creek between 1829 and about 1832, by Metis leader Cuthbert Grant to help feed his Metis people. The first water mill in Western Canada, a working recreation of the mill building was erected at the site in 1974 as part of Winnipeg's centennial celebrations. [www.grantsoldmill.ca/](http://www.grantsoldmill.ca/)

**Rooster Town Kettle and Fetching Water** art installations by Ian August are located at Beaumont Station BLUE Rapid Transit line. According to the Winnipeg Arts Council, the art "is modelled after the big copper kettle that would have had a permanent place on every wood stove in every home in Rooster Town." Rooster Town was a Metis community located on the outskirts of Winnipeg (now the site of Grant Park Shopping Centre) from 1901–1961. You can read more about this public art at:

[http://winnipegarts.ca/images/uploads/files/Public\\_Art/-Gallery\\_Main\\_Page/WAC-PA\\_BLUE\\_line\\_Brochure-for\\_web.pdf](http://winnipegarts.ca/images/uploads/files/Public_Art/-Gallery_Main_Page/WAC-PA_BLUE_line_Brochure-for_web.pdf)

Find more information about Rooster Town: <http://roostertown.lib.umanitoba.ca/>

**Elzéar Goulet Park** is located in St. Boniface on the banks of the Red River on the west side of Taché Avenue at the foot of La Verendrye and Aubert streets. It honours Metis leader Elzéar Goulet and has a walking path in the shape of an infinity symbol—which also appears on the flag of the Metis Nation.

## **Festival Du Voyageur**

Voyageur Park is located at Whittier Park (866 St-Joseph Street) in Saint Boniface. Festival du Voyageur is the largest winter carnival in Western Canada and Winnipeg's premier winter celebration embracing Manitoba's Metis and French-Canadian heritage. Check their website to see how their modified format for 2021 due to Covid-19. <https://heho.ca/en/>

**Virtual Field Trips** here:

[Better Winnipeg: History of Festival du Voyageur | Watch ...](#)

You can also take the **360 Fort Gibraltar Tour** visiting the blacksmith, the workshop, the trading store or the winterer's cabin. [www.fortgibraltar.com/en/360-tour/](http://www.fortgibraltar.com/en/360-tour/)

*Vive les Voyageurs Festival* (1 minute, 17 seconds) [www.youtube.com/watch?v=Os6RCHhC3do](http://www.youtube.com/watch?v=Os6RCHhC3do)

## **Outside Winnipeg**

**Historic River Road** (#238 just 15 minutes north of Winnipeg's Perimeter off Hwy #9) follows the beautiful Red River. Along this former ox cart trail, you can visit sites and learn about people and events that changed the course of Manitoban and Canadian history.

**Virtual Field Trip** here: <https://redrivernorthtourism.com/activities/historical-sites/>

## **Selkirk Manitoba**

Selkirk is located on the Red River about 22 kilometres northeast of Winnipeg and is the site of the landing of the Selkirk Settlers. The Red River is a sight to see in the winter months in Selkirk with hundreds of ice fishing shacks set up like a small town.

Virtual Field Trip here:

Indigenous Day at Selkirk Park 2019

A few highlights and an interview with Alfred Anderson, Vice-President of the Interlake Metis Association and Minister of Culture and Heritage, from MMF's 2019 Indigenous Day celebration at Selkirk Park

[www.youtube.com/watch?v=QJTJ5NlKsbU](http://www.youtube.com/watch?v=QJTJ5NlKsbU)

## **The York Boats of Lower Fort Garry National Historic Site**

5925 Provincial Trunk Hwy 9, Saint Andrews, MB

On the banks of the Red River, York boats rowed by a Metis crew arrived at Lower Fort Garry with furs from across the continent. Walk amongst Canada's oldest collection of stone fur trade buildings to experience life of the trappers and traders of the Hudson's Bay Company at Lower Fort Garry as they lived in the 1850s. Lower Fort Garry National Historic Site has three of these legendary boats on site to increase awareness of Metis history and culture.

**Virtual Field Trip** here:

[www.youtube.com/watch?v=nDUJAbhgWPw&list=PL0e6XX2wBaiblODdkmy6VcFzZVj3y-jBQ&index=14](http://www.youtube.com/watch?v=nDUJAbhgWPw&list=PL0e6XX2wBaiblODdkmy6VcFzZVj3y-jBQ&index=14)

(4 minutes, 19 seconds)

## **St. Norbert, Manitoba**

St. Norbert's location on the historic Pembina Trail, near the junction of the Red and La Salle rivers, has a long and eventful history as one of Manitoba's earliest and most significant Metis (and French-Canadian) communities. A Metis settlement since 1822, it was the centre of the early events connected with the Red River Resistance of 1869-70. Near the church stands the Riel-Ritchot monument, dedicated to the two men most responsible for the success of the resistance that led to the founding of Manitoba.

The Trappist Monastery Ruins are a historic site along the La Salle River in St. Norbert. The brick and stone remains is an example of the architecture of the early French-speaking Metis community. The scenic gardens are ideal for meditation and relaxation. [Details](#)

**St. François Xavier Manitoba**

This community dates from 1823 when Cuthbert Grant, an outstanding Metis leader, established a Metis settlement. It was the home of Pascal Breland, an influential business and political figure, and Pierre Falcon, one of Manitoba's earliest songwriters. Location: on PTH 26.

**St. Laurent Manitoba**

St. Laurent has the largest concentration of Metis people in North America! It is 95 km from Winnipeg on the eastern shores of Lake Manitoba. A historically-Metis settlement, St. Laurent is one of the few remaining places in which the Michif language is still widely spoken.

**York Factory National Historic Site**

It is quite the journey to York Factory, a huge fur trade era depot set in the remote Hudson Bay wilderness in Northern Manitoba. Long ago, this isolated post was a vital fur trade hub for more than 250 years. It was the gateway to the vast interior of Canada for the goods sent from Britain for the settlers, traders, and soldiers and the people who worked for the Hudson's Bay Company. [Details](#)

**Virtual Field Trip** here: **Getting to York Factory** [www.youtube.com/watch?v=4AyKPojWkT0](https://www.youtube.com/watch?v=4AyKPojWkT0)  
(2 minutes, 6 seconds)

# My Hero is You!

Your child has already watched a wordless version of this story during class time: *My Hero is You: How kids can fight COVID-19! (UNICEF)* (6 minutes, 25 seconds)

[www.youtube.com/watch?v=9mrrouzBgqYY&feature=emb\\_logo](http://www.youtube.com/watch?v=9mrrouzBgqYY&feature=emb_logo)

You may wish to read the story to your child in English or other home languages, as translated below:

[My Hero is You, Storybook for Children on COVID-19.pdf](#)

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[My Hero is You, Storybook for Children on COVID-19 \(Braille English Transcript\).docx](#)

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