



CANADIAN INDIGENOUS CULTURE

CLB 2 CLASSROOM ACTIVITIES



**THE IMMIGRANT
EDUCATION SOCIETY**

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Introduction

This project has been generously funded by Immigration, Refugees, and Citizenship Canada (IRCC) and implemented by The Immigrant Education Society (TIES).

It is intended to both supplement and precede the *Indigenous Voices in the Classroom* curriculum (<https://www.immigrant-education.ca/CIESLearn/>), previously developed with funding from the Alberta Human Rights Education and Multiculturalism Fund. Whereas *Indigenous Voices in the Classroom* primarily provides historical information for the Indigenous Peoples of Canada at a Canadian Language Benchmark (CLB) of 4 or higher, this curriculum has been developed with CLB 2 students in mind. It can, of course, be modified for use with any level, depending on your class and their interest in the topics. Given the English language limitations of a typical CLB 2 student, complex historical information is often difficult to grasp. With that in mind, we have decided to focus on Canadian Indigenous cultural topics.

We hope through these lesson plans to provide points of connection for our students with the Indigenous Peoples of Canada. Many students in the Language Instruction for Newcomers to Canada (LINC) program are Indigenous peoples in their countries of origin, and they can easily relate to many of these topics. We also hope that they will lend themselves more easily to the framework of portfolio-based language assessment (PBLA) with topics such as housing, food, clothing, celebrations, family and health.

Please feel free to contact myself, Suzanne Clavelle (suzanne.clavelle@gmail.com), with your constructive and kind feedback for these materials.

Meduh, (Tahltan 'thank you')

Suzanne Clavelle

Indigenous Curriculum Developer
The Immigrant Education Society (TIES)

Canadian Indigenous People

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- name the three groups of Canadian Indigenous peoples
- name the locations and languages of Canadian Indigenous peoples

Resources:

- Activity 1: Gap fill
- Activity 2: Matching
- New vocabulary sheet

Introduction: Students require a general knowledge of the three groups of Indigenous peoples in Canada for the Citizenship Exam. You can start a class discussion with the following questions.

- Do you know who first lived in Canada?
- Do you know what they are called?
- Do you know where they live?
- Do you know the languages they speak?

Pronunciation: First Nation - regular

Inuit - In · u (long u) · it

Metis - Me (may) · tis (tea)

Here are some pictures of the Indigenous people of Canada. The pictures show Indigenous people wearing their traditional clothing.

First Nation man and child



Metis man and two women
(notice the Metis sash - the colorful belt)



Two Inuit women and child



Activity 1

Partner A

Work with a partner. Do one sentence at a time. Your partner will have the answer you need. Partner A reads first.

.....

There are three groups of Canadian _____ peoples. The first group are called First _____. First Nation people live in all areas of _____. There are 50 different First Nation _____. The second group are called _____. The Inuit live in northern _____. The Inuit speak _____. The third group are called _____. The Metis mostly live in western Canada and _____. The Metis speak _____.

Activity 1

Partner B

Work with a partner. Do one sentence at a time. Your partner will have the answer you need. Partner A reads first.

.....

There are _____ groups of Canadian Indigenous peoples. The first group are called _____ Nations. First Nation people live in _____ areas of Canada. There are _____ different First Nation languages. The _____ group are called Inuit. The Inuit live in _____ Canada. The Inuit _____ Inuktitut. The _____ group are called Metis. The Metis mostly live in _____ Canada and Ontario. The _____ speak Michif.

Activity 1

Answer Key

There are three groups of Canadian Indigenous peoples. The first group are called First Nations. First Nation people live in all areas of Canada. There are 50 different First Nation languages. The second group are called Inuit. The Inuit live in northern Canada. The Inuit speak Inuktitut. The third group are called Metis. The Metis mostly live in western Canada and Ontario. The Metis speak Michif.

Activity 2

Use the answers from Activity 1 to help you do the matching.

A. Match the group with the correct language.

First Nation

Inuktitut

Inuit

Michif

Metis

50 different ones

B. Match the location with the correct group.

Northern Canada

First Nation

All over Canada

Metis

Western Canada and Ontario

Inuit

C. Match the number with the correct word.

50

Provinces and Territories in Canada

3

Different First Nation languages

13

Groups of Indigenous people

New Vocabulary Sheet

Use this page to write down any new vocabulary you learned in this lesson.

Find the answer in the reading.

Word	What does it mean?

New Vocabulary Sheet

*Possible answers - there may be more

Word	What does it mean?
Indigenous	First people in Canada
First Nation	one of the Indigenous groups
Inuit	one of the Indigenous groups
Metis	one of the Indigenous groups
Inuktitut	Inuit language
Michif	Metis language

Canadian Indigenous Languages

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- name some of the Indigenous languages in Canada
- teach other students "hello" in their own language
- say 'hello' in Blackfoot, Cree, Inuktitut and Michif

Resources:

- Activity 1: Teacher led discussion
- Reading: "Canadian Indigenous Languages"
- Activity 2: Comprehension Questions
- Activity 3: "Hello" in Blackfoot, Cree, Inuktitut and Michif

Introduction: All our students understand the importance of language. They understand how language shapes worldviews, unites people, creates culture and facilitates our place in the world. One of their greatest concerns is that their children will lose their first language in Canada. Most of the Indigenous languages in Canada are endangered. There are many reasons for this but the primary one is that during the residential school period students were forbidden from speaking their own language. Although many Indigenous languages are extinct there are still a few thriving ones: Blackfoot, Cree, Inuktitut and Michif, to name a few. Indigenous language revitalisation programs across Canada are hoping to save the few remaining.

Activity 1

Teacher Led Discussion

1. Ask your students what their first language is. Make a list on your whiteboard or computer screen.
2. Discuss why their first language is important to them. Do they teach their children? Do they speak it at home?
2. Use the information from 1 to draw box grid like this on your white board. Use as many boxes as required for your class.

Hindi	Tagalog	French etc.

3. Now ask the students to come up and write 'hello' in their language. If more than one student speaks the same language you could add more simple words like 'goodbye' or 'house'.
4. When the students have finished writing their words have them teach the rest of the class how to say the words.
5. If time permits, have the students write down the new words and practice spelling them.

Canadian Indigenous Languages

.....
Many years ago, Canadian Indigenous people did not speak English.

They spoke their own languages.

There are 50 First Nation languages.

Blackfoot is a First Nation language.

Cree is a First Nation language.

Inuktitut is the Inuit language.

Michif is the Metis language.



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Activity 2

Use the reading to answer the questions.

1. Many years ago, Indigenous people spoke English. Yes No

2. How many First Nation languages are there?

3. Match the language with the people who speak it:

Cree

Inuit

Inuktitut

First Nation

Blackfoot

Metis

Michif

First Nation

4. How many different languages do people speak in your class?

5. How many languages can you speak?

Activity 3

This is how to say 'hello' in some Canadian Indigenous languages!

This is 'hello' in Blackfoot: Oki. (oh-key)

This is 'hello' in Cree: Tansi. (tan-see)

This is 'hello' in Inuktitut: Halu. (ha-lew)

This is 'hello' in Michif: Tanshi. (tan-she)

Practice saying the new words!



Cut out the boxes. Turn them over.

Mix them up. Match 'hello' with the language!

Michif	Cree	Blackfoot	Inuktitut
Tanshi	Tansi	Oki	Halu

Traditional First Nation Houses

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- describe different kinds of Canadian houses
- describe their own house
- name different types of traditional First Nation houses

Resources:

- Activity 1: Teacher led discussion
- Activity 2: Describe your own house
- Reading "Traditional First Nation Houses"
- Activity 3: Comprehension Questions

Introduction: Students may have lived in different types of houses in their home country than they do in Canada. Many years ago, First Nations people lived in different kinds of homes as well. The houses they lived in were suited to their lifestyle and environment. Nomadic First Nations lived in homes that were easy to set up and transport. More established First Nations built larger and permanent living spaces. It is more accurate to say that First Nations people 'lived' outside and merely slept in their homes. Clifford Crane Bear, a Siksika First Nation elder says this: "Our people didn't live in a teepee. A teepee was a place where we slept, where we ate. Just like the animals have dens or their caves or their nests. That's where they had their family. So us, the teepee was that."

Activity 1

Teacher Led Discussion

Ask your students what kinds of houses there are in Canada. Make a list on the board. Make sure to include the following: apartment, townhouse, single family home and duplex.

Next ask your students to list the kinds of rooms in a house. Write the list on the board. Make sure to include the following: bedrooms, bathrooms, kitchen and living room.

Write these sentences on the board:

I live in a/an _____(type of house).

In my house there is/are _____ (number) bedroom(s).

There is/are _____ (number) bathroom(s).

There is a kitchen and a living room.

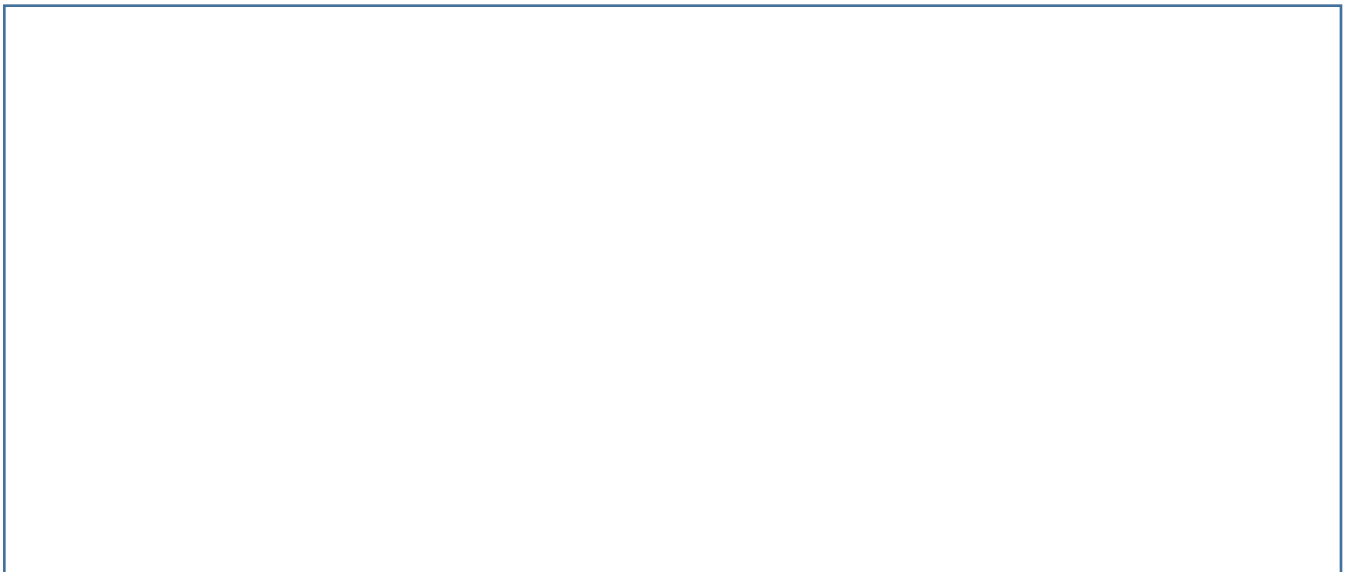
Put the students into pairs. Have them practice speaking the sentences with their partners using information about their own house.

Activity 2

Write about your house

Use the sentences you just practiced with your partner to write about your own house.

Draw a picture of your house below.



Traditional First Nation Houses

Today First Nation people lives in houses like you.

But many years ago, they lived in different houses.

A teepee was used for travelling.

It is made of buffalo skin and log poles.

One family slept in a teepee.



A wigwam is stronger than a teepee.

It is made from tree branches.

One family lived in a wigwam.

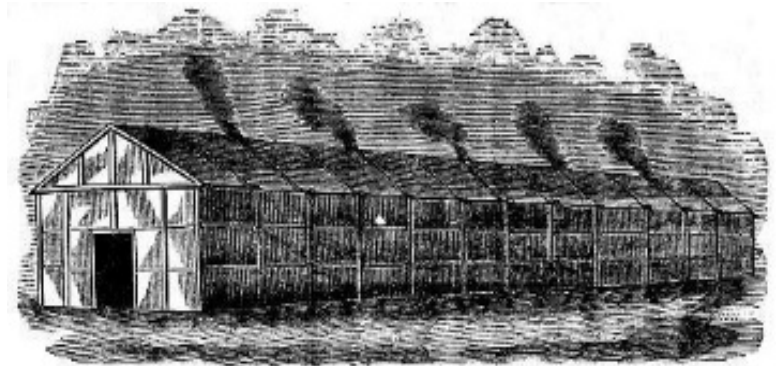


A longhouse is very large.

It lasts a long time.

It does not move.

Many families lived in the longhouse.



Long House of the Iroquois. (Bureau of Ethnology.)

Activity 1

Use the reading to answer the questions below.

1. What shape is a teepee?

circle triangle rectangle

2. What shape is a wigwam?

circle triangle rectangle

3. What shape is a longhouse?

circle triangle rectangle

4. How many families lived in...

a teepee _____

a wigwam _____

a longhouse _____

5. A _____ is used for travelling.

6. A _____ is made from tree branches.

7. A _____ is very large and does not move.

Inuit Houses

Approximate Lesson Length: 1 hour

By the end of this lesson students will be able to:

- understand the use of an igloo and tupiq
- describe how to build an igloo
- describe a simple everyday process using: first, second, next, then, finally

Resources:

- Activity 1: Teacher led discussion introducing sequence words
- Reading "Inuit Igloos and Tupiqs"
- Activity 2: Comprehension questions
- Video: National Film Board (there is no narrative for this video)
https://www.nfb.ca/film/stories_from_our_land_how_build_igloo/
- Activity 3: How to build an igloo (sequencing activity)

Introduction: The most iconic symbols of the Inuit are the inukshuk and the igloo. Igloos were the winter homes of the Inuit used as temporary shelters for hunting trips. Tupiqs were used for summer homes. They look like traditional teepees. As with all Indigenous peoples, the igloo and the tupiq were places to sleep and eat but the real 'living' was done outside.

Activity 1

Teacher Led Discussion

The purpose of this lesson is to introduce students to sequencing words while learning about igloos.

First, ask students what kinds of things they do before they come to school. Write their answers on the board. Have at least 10 items listed on the board.

Second, have the students come up and number in order from 1-5 their morning routine.

Next write the words: First, second, next, then and finally on the board. Show the students how to use their words by giving your own morning routine.

Then put the students into pairs.

Finally have the students practice speaking with their partners about their morning routine using the sequencing words.

Inuit Igloos and Tupiq



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An igloo is a house made of hard snow.

Inuit people made igloos in the winter.

Igloos were used for hunting trips.

Inuit people can make an igloo in 30 minutes!



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A tupiq is a house made from animal skin and wood poles.

Inuit people lived in tupiqs in the summer.

A tupiq looks like a teepee!

Today the Inuit live in houses just like you.

Activity 2

Match the beginning of the sentence with the end of the sentence.

An igloo is

in the winter.

Inuit people made igloos

animal skins and wood poles.

Igloos were used for

in houses just like you.

A tupiq is a house made from

a house made of hard snow.

Inuit people lived in tupiqs

a teepee.

A tupiq looks like

hunting trips.

Today the Inuit live

in the summer.



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Activity 3

Watch the video "How to Build an Igloo" and do the activities below.

Watch carefully and number the sentences from 1 - 5 on the first line.

_____ He places the blocks in a circle shape.

_____ He cuts blocks of snow.

_____ He digs a big hole in the snow.

_____ He puts the roof on.

_____ He fills the empty spaces with snow.

Now replace the numbers with the words first, second, next, then and finally.

_____ He places the blocks in a circle shape.

_____ He cuts blocks of snow.

_____ He digs a big hole in the snow.

_____ He puts the roof on.

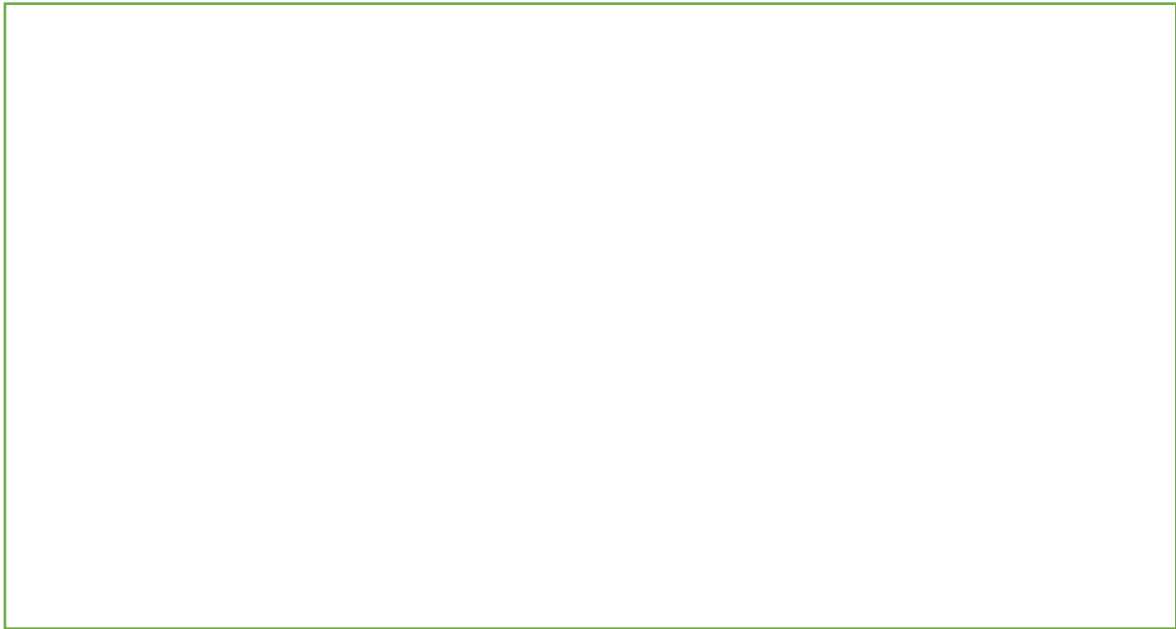
_____ He fills the empty spaces with snow.

Use the sentences above to write a short paragraph on "How to Build an Igloo" on the next page.

How to Build an Igloo

By: _____

Draw an igloo in the box below.



Metis Housing: Red River Farms

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- describe the Metis Red River Farms
- compare farming in home country to farming in Canada
- show the difference between a farm and ranch

Resources:

- Activity 1: Teacher led discussion
- Activity 2: Picture Matching
- Audio "Red River Farms"
- Activity 3: Listening
- Activity 4: Word Scramble

Introduction: The Metis settled along the Red River in what is today Winnipeg. The Metis were involved in the fur trade but they also established farms. The farms were built in the French style. The plots were long and narrow with each plot having access to the river. The Red River settlement was the first Metis settlement. Red River became a hot spot for Metis rebellion when the Crown tried to take the land from them. Although they had no 'legal title' to the land, according to the Crown, they had occupied and settled it for decades prior to Canada's western expansion. Eventually the land was taken by the Crown although the Metis fought hard to keep it. The Crown introduced the Scrip system whereby Metis could exchange a 'scrip' for land elsewhere. The Scrip system was corrupt and unfair. Most Metis people did not get any land and eventually became 'road allowance people'. For many years, the Metis lived in shanties along the road allowances.

Activity 1

Teacher led discussion

Many students come from agrarian cultures and can relate to early Metis history in this way.

Begin the discussion by asking the students about the kinds of things they grow in their home country and the kinds of animals they raise. Explain that a farm (farmer) is a person who grows crops and a ranch (rancher) is a person who raises animals.

On the board draw two columns like this:

Farm	Ranch

Brainstorm and fill out the chart with the various crops and animals that are grown either in their home country or Canada.

If you have access to the Oxford Picture Dictionary there are some excellent pages devoted to farming/ranching.

Activity 2 - Picture Matching



Wheat



Corn



Cow (cattle)



Pig

Transcript for "Metis Farms"

European explorers married First Nation women and their children are called Metis. Some Metis people started farms in Red River. Red River is in Manitoba. Farming is hard. Sometimes there is too much rain. Sometimes there is too much sun. The Metis were good farmers. They grew wheat and raised cattle. They fed their families.

Activity 3

Listen again and circle the correct word.

European explorers married First Nation women and their children are called Metis / Inuit.

Some Metis people started farms in Red / Blue River.

Red River is in Alberta / Manitoba.

Farming is hard / easy.

Sometimes there is too little / much rain.

Sometimes there is too much sun / snow.

The Metis were good / bad farmers.

They grew wheat and raised sheep / cattle.

They fed their friends / families.



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Activity 4

Unscramble the words!

1. ivrer _____

2. hwtea _____

3. usn _____

4. dre _____

5. mraf _____

6. teMsi _____

7. wcos _____

8. nira _____



First Nation Families

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- understand First Nation tribal organization
- name various family members (eg. sister, brother, aunt...)
- talk about their own family tree

Resources:

- Activity 1: Teacher-led discussion
- Activity 2: Who Am I?
- Reading "First Nation Families"
- Activity 3: Comprehension questions
- Activity 4: How Many in My Family Tree?

Introduction: Prior to colonization First Nations people worked communally in groups called tribes. These tribes are now called nations. They are joined by common language, customs, culture, and history. Some tribes lived together year-round and nomadic tribes met for annual celebrations such as the potlatch, celebrated in western First Nations. Neighbouring tribes intermarried and worked together through trade. Some First Nations are matrilineal, meaning the blood line runs through the mother. The Tahltan Nation (located in northern British Columbia) is matrilineal. There are 10 matriarchs and the Nation is divided into 10 families. Individuals belong to the family their mother is from. Others are patrilineal, meaning the blood line runs through the father. Each tribe had both political and religious leaders: the chief, elders and holy men. Social structure was organized and leadership roles were often hereditary.

Activity 1

Teacher led discussion

Start by asking students who lives in their house with them. Instead of using personal names ask for terms such as husband, mother, son etc. Write the list on the board.

Next ask them to name other family terms such as aunt, uncle, cousin etc. Write those terms on the board.

Students may have lived more communally before coming to Canada. Ask them who lived with them in their house in their home country.

Draw two circles on the board. On top of one circle write 'immediate'; on top of the other write 'extended'. Have the students sort the family name terms into the two groups.

Ask the students what these people are called. Introduce the term 'relatives'.

Activity 2

Who Am I?

Match the sentences to the correct family member.

I am married to you.

cousin

I am your female child.

son

I am your male child.

aunt

I am your female parent.

uncle

I am your male parent.

husband/wife

I am your mother or father's brother.

daughter

I am your mother or father's sister.

mother

I am the child of your aunt or uncle.

father



First Nation Families

Many years ago, First Nations people lived in tribes.

A tribe is a group of people who are related.

The tribe was divided into different families.

Large families made up a clan.

The tribe had leaders.

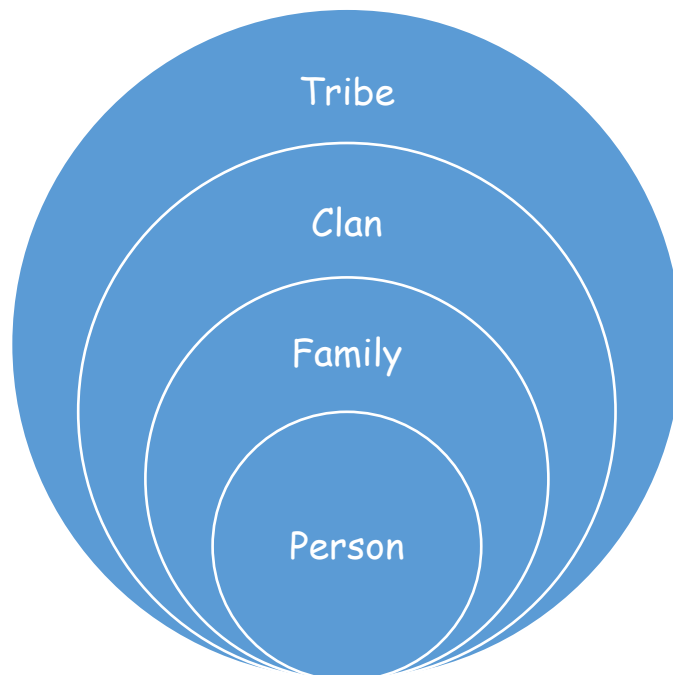
The chief was the head of the tribe.

The older people were called elders.

The holy men were the religious leaders.

The tribe worked together to solve problems.

Chief, Elders, Holy Men



Activity 2

Fill in the blank with the correct word from the boxes.

chief	clan	holy men	tribes
related	leaders	problems	elders

1. Many years ago, First Nation people lived in _____.
2. A tribe is a group of people who are _____.
3. Large families made up a _____.
4. The tribe had _____.
5. The _____ was the head of the tribe.
6. The older people were called _____.
7. The _____ were the religious leaders.
8. The tribe worked together to solve _____.

Activity 4

How many people in your family tree?



How many daughters do you have? _____

How many sons do you have? _____

How many uncles do you have? _____

How many aunts do you have? _____

How many sisters do you have? _____

How many brothers do you have? _____

How many cousins do you have? _____

Now turn the answers into sentences like this: I have _____ daughter(s).

Write a short paragraph about your family. Read it to your class.

Inuit Families

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- understand Inuit family structure
- understand roles of family members
- talk about the roles in their own family (i.e.. chores, responsibilities)

Resources:

- Activity 1: Teacher led discussion
- Reading "Inuit Families"
- Activity 2: Comprehension Questions
- Activity 3: Word Find

Introduction: Prior to colonization Inuit people lived a nomadic lifestyle in the warmer months. They lived in a nuclear family and travelled/hunted with 6-10 other families. In the winter they built semi-permanent igloo complexes and stayed until the worst of the weather passed. Division of labour was typical male-female responsibilities. Men hunted, built houses and did the physical labour. Women took care of cooking, cleaning, children, and made clothing/household needs. Boys were with the mother until they were old enough to help their fathers. Girls stayed with the mother and learned how to do domestic duties until they were married.

Activity 1

Teacher led discussion

Ask students for the names of different types of chores. Example: cook, grocery shop, get gas for car, sweep, mop, vacuum etc.

Make a list on the board.

Have students write the chore names on a piece of paper - each on a single line.

Now have the students write: mom, dad, boy, girl beside who does each chore.

When the students have finished take a poll of the class.

On the board write how many moms do the cooking etc.

The board should look something like this when finished:

cook	mom 5
	dad 2
sweep	mom 6
	dad 2
	girl 1
	boy 1

Ask the students if the family responsibilities have changed since they came to Canada. Often the roles of mothers/wives change in Canada. Sometimes they must go out of the house to work or go to school to learn English!

Inuit Families



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These are two Inuit families.

There is a father, mother and children.

Look at their warm clothes.

How many children do you see in the pictures? _____

Are these big or small families? _____

The fathers hunted, fished and built the houses.

The mothers cooked, cleaned and took care of the children.

The older children helped their parents.

Six (6) to ten (10) families lived and worked together.

They travelled to hunt and fish.

They lived in small communities.



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Activity 2

Choose the correct answer.

1. Inuit families are
 - a) big
 - b) small

2. Inuit people wear warm clothes because
 - a) they live outside
 - b) they live in a cold place

3. The father
 - a) finds food for the family
 - b) cooks the food

4. The mother
 - a) finds food for the family
 - b) cooks the food

5. How many Inuit families worked together?
 - a) 1-3
 - b) 6-10

6. Older children
 - a) helped their parents
 - b) played games

Activity 3

Find the words in the puzzle.

a	i	b	f	a	t	h	e	r	m
c	n	d	e	f	g	h	i	j	o
k	u	l	h	m	c	n	f	o	t
c	i	i	u	p	o	q	i	r	h
h	t	g	n	s	l	t	s	u	e
i	v	l	t	w	d	x	h	y	r
l	z	o	a	b	c	d	e	f	g
d	h	o	f	a	m	i	l	y	i

family child igloo father mother hunt cold fish inuit



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Activity 3

Answer Key

	i		f	a	t	h	e	r	m
	n								o
	u		h		c		f		t
c	i	i	u		o		i		h
h	t	g	n		l		s		e
i		l	t		d		h		r
l		o							
d		o	f	a	m	i	l	y	

Metis Families: A New Kind of Family

Approximate lesson length: 1.5 hours

By the end of this lesson students will be able to:

- understand a traditional Metis family
- talk about how they combine their own culture with Canadian culture
- understand compound words

Resources:

- Activity 1: Compound words
- Audio "Metis families: A new kind of family"
- Video: The Metis Jig
- Activity 2: Listening comprehension
- Activity 3: Speaking activity

Introduction: The arrival of the Europeans brought many changes for Indigenous people. One of the most significant was the blending of French culture with First Nation culture, thereby creating a whole new type of Indigenous people: The Metis. The development of Metis culture was not immediate. It took many years of intermarriage and learning from each other. The result was a culture that blended European traditions with First Nations traditions. The blending of the cultures produced a new language (a mix of French and Cree) called Michif. A typical Metis family was a European man with a First Nation woman. The men were often travelling and exploring leaving the women to care of the children. First Nation women handed down their Indigenous culture and traditions to their children. Later, Metis men and women married so their new culture was preserved.

Activity 1 note:

The purpose of this activity is to show students

- how two different words combined can create a new word
- to introduce the idea of two different things creating a new thing when combined

Activity 1

Learn about compound words! Two words can be put together to create a new word. Write the new word below.

1. air + plane = _____

2. bed + room = _____

3. blue + berry = _____

4. car + wash = _____

5. news + paper = _____

6. snow + ball = _____

7. tea + cup = _____

8. wheel + chair = _____

Now match the picture with the new words you made!

















Transcript for Metis families: A new kind of family

The Metis people are Canadian Indigenous people.

The word Metis means 'mixed'.

A Metis person is a 'mix' of European and First Nation.

European explorer men married First Nation women.

They created a new kind of family.

Metis people mix European and First Nation culture.

Some Metis people were Catholic like their fathers.

But they told First Nation stories like their mothers.

They wore clothes like their father but with First Nation decorations.

Metis people have a special kind of dance called a jig.

They play a fiddle like their fathers but the dancing is like their First Nation mothers.

The Metis people are a special 'mix' of people!

Show your students what the Metis jig is:

<https://www.youtube.com/watch?v=apoQ1UDvP1c>

There are many videos of Metis jig on YouTube.

Have students notice what they dancers are wearing - the decorations on their outfits.

Activity 2

Listen to the audio again. Read the sentences. Circle true (T) or false (F).

- | | | | |
|----|--|---|---|
| 1. | The Metis people are Indigenous. | T | F |
| 2. | Metis means mixed. | T | F |
| 3. | First Nation men married European women. | T | F |
| 4. | Traditional Metis people are Catholic. | T | F |
| 5. | Metis people do not tell First Nation stories. | T | F |
| 6. | The Metis dance is called a jig. | T | F |
| 7. | They play the drums. | T | F |
| 8. | Metis people are a new kind of family. | T | F |



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Activity 3

This is a speaking activity. Our students are now part of the Canadian culture with new traditions and celebrations. Have your students think of one thing they have mixed in with their traditional culture. It could be a holiday like Christmas or Halloween. Or it could be a new food they make now.

Ask the question: "What is something new you do/eat/celebrate in Canada that you didn't do/eat/celebrate in your home country?" Draw a large circle on the board and write the answers inside the circle.

Then talk about Canada being 'multi-cultural'. Canada is a mix of many different cultures. We learn from each other!

Canadian Indigenous Music

Approximate Lesson Length: 1.5 hours

By the end of the lesson students will be able to:

- name three kinds of Canadian Indigenous music
- talk about students' own traditional music
- learn O Canada together (optional)

Resources:

- Activity 1: Concentration clapping/slapping game
- Reading "Canadian Indigenous Music"
- Activity 2: Comprehension questions
- Activity 3: Talk about / show video of home country music
- Activity 4: Learn O' Canada

Introduction: Music is a universal language. Learning a new language is made easier by putting words to music. Traditional First Nation music is made by drumming and chanting. Inuit people do throat singing which is a special type of breathing. The Metis combined parts of First Nation dancing with the introduction of a fiddle to make the Metis Jig. Music was a form of entertainment, used in spiritual ceremonies, a way to pass the long night hours and form community.

Videos to show after the reading:

1. Inuit Throat Singing

<https://video.nationalgeographic.com/video/exploreorg/00000144-0a36-d3cb-a96c-7b3f7c850000>

2. First Nation hand drumming

<https://www.youtube.com/watch?v=0KwmQut1YZw>

3. Metis Jig

<https://www.youtube.com/watch?v=0Rpvuwdp58o>

Explain the word musical instruments: things people play to make music.

Activity 1

The clapping/slapping concentration game is a well-loved game. Depending on your class level you can play with or without words.

Without words:

Put the students in circle. Start by having them clap a slow rhythm. Maybe two fast then two slow. You can also use your lap to clap on. Once they understand the slow/fast/lap clapping then move on to the next stage.

The teacher goes first. Make up a clap/slap rhythm and have the students copy you. The students who can repeat the sequence stay in the game. Go around the circle and have the students who remain in the game make up their own sequence. The idea is that the sequence becomes more difficult as the game goes on but it is not necessary. The last student remaining is the 'winner'.

With words:

This is basically the same game as above but with a chosen topic. For example, animal names or food names. Teacher goes first again. Give your word and then the clap/slap sequence. Go around the circle and each student gives a word for the topic. Words cannot be repeated! The last remaining student is the 'winner'.

You can also make up a more complicated sequence that you can start each day with!

Canadian Indigenous Music

Everyone loves music!

Music can make you happy or sad.

People listen to music everyday and everywhere.

Some music is used for important days.

Canadian Indigenous people love music too.

First Nations people play the drums and dance.



Inuit people do a special kind of singing called throat singing.

Metis people play the fiddle and dance.



Activity 2

W questions - find the answers in the reading.

1. *Who* loves music?

2. *What* instruments do Canadian Indigenous people play?

3. *When* do people listen to music?

4. *Where* do you listen to music? (Answer not in the reading!)

5. *Why* do people make music?



Activity 3

Student led discussion

Students love to share the music from their home country! They especially love to share their national anthem.

Depending on your class size/speaking ability you can either have the students do this individually or in groups with others from their home country.

Write the name of the countries on the board. It is easy to find national anthems on YouTube. You may not have time to play each anthem in its entirety. Have the students, whose national anthem is playing, stand.

When you have finished ask the students some W questions:

- Who sings this?
- What do some of the words mean?
- When do they sing it?
- Where do they sing it?
- Why is it important?

If time permits you can do Activity 4 - Canada's National Anthem.

Activity 4

Canada's National Anthem

O Canada, our home and native land!
True patriot love in all of us command.
With glowing hearts, we see thee rise,
the true north strong and free.
From far and wide, O Canada, we stand on guard for thee.
God keep our land glorious and free!
O Canada, we stand on guard for thee.
O Canada, we stand on guard for thee!



Draw your country's flag in the box below 😊

Traditional Indigenous Food

Approximate lesson length: 1.5 hours

By the end of this lesson students will be able to:

- name the departments in a grocery store
- name some traditional Indigenous foods
- talk about important food from their home country

Resources:

- Activity 1: What can you find in a grocery store?
- Reading "Traditional Indigenous Food"
- Activity 2: Comprehension questions
- Activity 3: What's your favorite food?

Introduction: Food! Everyone loves food! In this lesson students will learn what it means to "live off the land". The growing trend in food is locally sourced and organic - exactly what Indigenous people have been eating for eons. Our bodies need different kinds of food to be healthy and provide for our nutritional needs. Indigenous people have had to be creative and innovative to find these things in nature. Each eco-system provides the necessary building blocks our bodies need to survive - you just need to know where to find it!

Activity 1

Teacher led discussion

Start by asking students where they buy their food from - list their answers on the board.

Next ask them if they know the different departments in a grocery store. Try to elicit the following responses: fruits and vegetables (produce), dairy, meats, bakery, dry/canned food, frozen. Write them on the board like this:

Fruits/vegetables Dairy Meat Bakery Dry/canned Frozen

Now ask the students to list different kinds of foods that are found in each category.

(If you have access to Oxford Picture Dictionaries there are many great pages devoted to this topic.)

If students are having trouble with the vocabulary you can help by asking: "Where would I find (tomatoes etc.)?"

When you have finished ask the students: "If there were no grocery stores, where would you find food?" Their answers should segue nicely into the reading.

Traditional Indigenous Food

Today people buy their food from a store.

Many years ago, there were no stores.

Indigenous people found their food outside.

They hunted. They fished. They picked berries.

Some travelled far to find food.

Here is some of the food they ate.



Salmon



Bison (Buffalo)



Chokecherry



Whale

This is a **rod**. It is used for fishing.



These are a **bow and arrow** and a **spear**. They are used for hunting.



Activity 2

Fill in the blank with the correct answer from the word boxes.

rod	travelled	salmon	chokecherries
hunt	outside	stores	buffalo

1. Many years ago, there were no _____.
2. Indigenous people found their food _____.
3. They often _____ to find food.
4. They ate _____, _____ and _____.
5. They used a _____ to fish.
6. They used a bow and arrow or a spear to _____.

Activity 3

Different countries have different food. Write 3 sentences about the food in your country. Do you eat different meat? Do you eat different fruit? Do you eat different vegetables? Do you use different spices?

In my country we eat _____

Read your sentences to your class.



Can you name some of the food in the picture above?

Canadian Indigenous Celebrations

Approximate Lesson Length: 1 hour (each)

By the end of this lesson students will be able to:

- understand Indigenous celebrations: Sundance, pow-wows, Quviasukvik, Batoche Day
- talk about their own religious or cultural festivals

Resources:

- Activity 1: Teacher led discussion (use as starter for all other lessons)
- Reading "The Sundance"
- Activity 2: Fill in the blank
- Earnie Poundmaker video "The Sundance" (optional)
- Activity 3: Listening activity
- Reading "Pow-wows"
- Activity 2: Comprehension Questions
- Reading "Inuit New Year: Quviasukvik"
- Activity 2: Sentence Match
- Reading "Batoche Day: A Metis Celebration"
- Activity 2: True or False sentences
- Canadian Holidays: Optional Activity

Introduction: Like all cultures, Indigenous peoples have celebrations. These lessons will teach students about various ones. You can pick and choose which lesson will be most relevant/interesting to your students. Start each lesson with Activity 1 and then move onto the lesson plan you prefer.

Sundance: Most First Nations who live on the Canadian Plains celebrate the Sundance "when the berries are ripe". The Sundance is both a religious and cultural celebration. Sundancers commit to fasting, praying and dancing for family or community members in need. Before the Sundance begins the community builds a Medicine Lodge (or arbour) in which the ceremonies take place. The Sundance is a sacred event and is not open to the public like the pow-wows are.

Pow-wow: Pow-wows are times of dancing and singing. They are not necessarily religious like Sundance. A pow-wow could be arranged for any type of special event. A pow-wow can be private or public. Across Canada, during the summer months, First Nations groups hold public pow-wows. It's a time for non-Indigenous people to come and learn about First Nation culture and enjoy the dancing and ceremonial clothing.

Quviasukvik (New Year): The Inuit celebrate Quviasukvik at the start of a new year. New Year celebrations are ubiquitous around the world. A new year symbolizes many things: end of the old and remembrance as well as a new start and revitalization. New year can also take on a spiritual/religious tone where thanksgiving for the year past and supplication for the upcoming year are important.

Batoche Day: Many annual celebrations are in remembrance of important events. Batoche Day is one such for the Metis. Batoche is a place in Saskatchewan where the final Metis stand was taken against the federal government. Although the Metis lost the battle, they never lost their pride in their unique status. The Metis people faltered after the loss of this battle but through perseverance and holding to their traditional lifestyle and beliefs they emerged with a renewed sense of nationhood and identity.

Activity 1

Teacher Guided Discussion

Most students are familiar with Christmas. Use their knowledge of this to open a discussion about their own special holidays. You can recreate the chart below on a whiteboard.

	Christmas	Ramadan	?	?	?
What do you do during...?					
Who do you celebrate with?					
When is?					

Tell the students that they are now going to learn about a/some Canadian Indigenous religious/cultural events.

The Sundance

The Sundance is an important time for First Nations people to come together.

It is in the fall "when the berries are ripe".



Sundancers make a promise not to eat or drink for four days.



They dance for four days.

They believe this will help sick people they love.

Other people come to watch or play the drums.



They dance in a special building.

After four days they eat a big meal together.



Activity 2

Use the word box to help you answer the questions.

berries	Sundancers	four	Sundance	sick
---------	------------	------	----------	------

1. Who is dancing? _____
2. What is the celebration? _____
3. When do they celebrate? When the _____ are ripe.
4. How many days do they not eat or drink? _____
5. Why do they dance? To help their _____ loved ones.

Activity 3

Watch Earnie Poundmaker's video "The Sundance". Answer the questions.

1. Sundancers dance for the
 - a) sick
 - b) healthy

2. Sundancers dance to
 - a) Creator
 - b) their parents

3. Sundancers dance for
 - a) 2 days
 - b) 4 days

4. Sundancers
 - a) eat food
 - b) do not eat food

5. What other groups of people fast and pray? Talk about this with your class.

Transcript for Earnie Poundmaker video

They would come to the Sundance to defend one of their relatives who happened to be sick, or illness, or having a hard time, experiencing some difficulty in their life. And so what they would do is they would make a commitment to the Creator. To say that, "if you help my relative, to restore good health to my relative, I commit to dance for four days without food and water". And that's how the people would get their help, through these ceremonies. Or "my family has just suffered a loss, and through my dancing I hope that they will get the help they need to get through this grieving process". Whatever the case may be: illness, loss, whatever the case may be, people would make a commitment to dance.

Pow-wows

The word 'pow-wow' is an Indigenous word that means 'meeting'.

Today a pow-wow is a special kind of First Nation meeting.

It is a meeting where people dance, sing and eat.

Some pow-wows are private.

Many pow-wows are public.

You can go to a pow-wow to learn more about First Nation people.

You can ask questions. You can watch the dancing. You can eat the food.



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Activity 2

Use the reading and picture to answer the questions.

1. What does pow-wow mean?

2. What do First Nations people do at a pow-wow?

3. Are pow-wows:

a) private

b) public

c) both

4. Can you go to a pow-wow? Y N

5. What three things can you do at a pow-wow?

6. Look at the picture. Who is dancing? _____

Who is watching? _____

7. Look at the picture. Circle the dancer you like the best.

Inuit New Year: Quviasukvik

Happy New Year!

Everyone celebrates the new year!

In the far north, the sun goes away for a few months.

It is dark day and night.

The Inuit celebrate the new year when the sun comes back!

They thank the spirits for the past year.

They pray for good luck in the new year.

They clean out the old fire. They make a new fire.

They share a big meal together.

How do you celebrate a new year?



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Activity 2

Match the beginning of the sentence with the end of the sentence.

Everyone celebrates

the old fire.

In the far north

for the past year.

It is dark day

a new fire.

The Inuit celebrate the new year

in the new year.

They thank the spirits

the sun goes away for a few months.

They pray for good luck

when the sun comes back.

They clean out

the new year!

They make

and night.

They share

a big meal together.

Batoche Day: A Metis celebration!

Batoche is a small town in Saskatchewan.

Many Metis people live there.

Something important happened there in 1885.



There was a fight between the government and Metis people.

The government wanted Metis land.

Louis Riel was the leader of the Metis people.



The Metis lost the fight and their land.

But...they won other things.

They became a united people. United means to work together.

They continued to fight for their culture.

Today Louis Riel is a Canadian hero.

The Metis are a strong and united people.



Activity 2

Read the sentences. Circle T (true) or F (false).

- | | | | |
|-----|--|---|---|
| 1. | Batoche is a small town in Alberta. | T | F |
| 2. | Many Metis people live there. | T | F |
| 3. | Something important happened there in 1985. | T | F |
| 4. | There was a fight between the government and Metis people. | T | F |
| 5. | The government wanted Metis animals. | T | F |
| 6. | Louis Riel was the leader of the Metis people. | T | F |
| 7. | The Metis won the fight and their land. | T | F |
| 8. | They continued to fight for their land. | T | F |
| 9. | Today Louis Riel is a Canadian hero. | T | F |
| 10. | The Metis are not a strong and united people. | T | F |

Read the sentences you answered F (false).

Circle the word that is incorrect. Write the correct word beside it.

Canadian Holidays

Match the picture with the Canadian celebration!

Christmas	New Year's Day
Canada Day	Valentine's Day
Easter	Thanksgiving













The Medicine Wheel

Approximate lesson length: 1.5 hours

By the end of this lesson students will be able to:

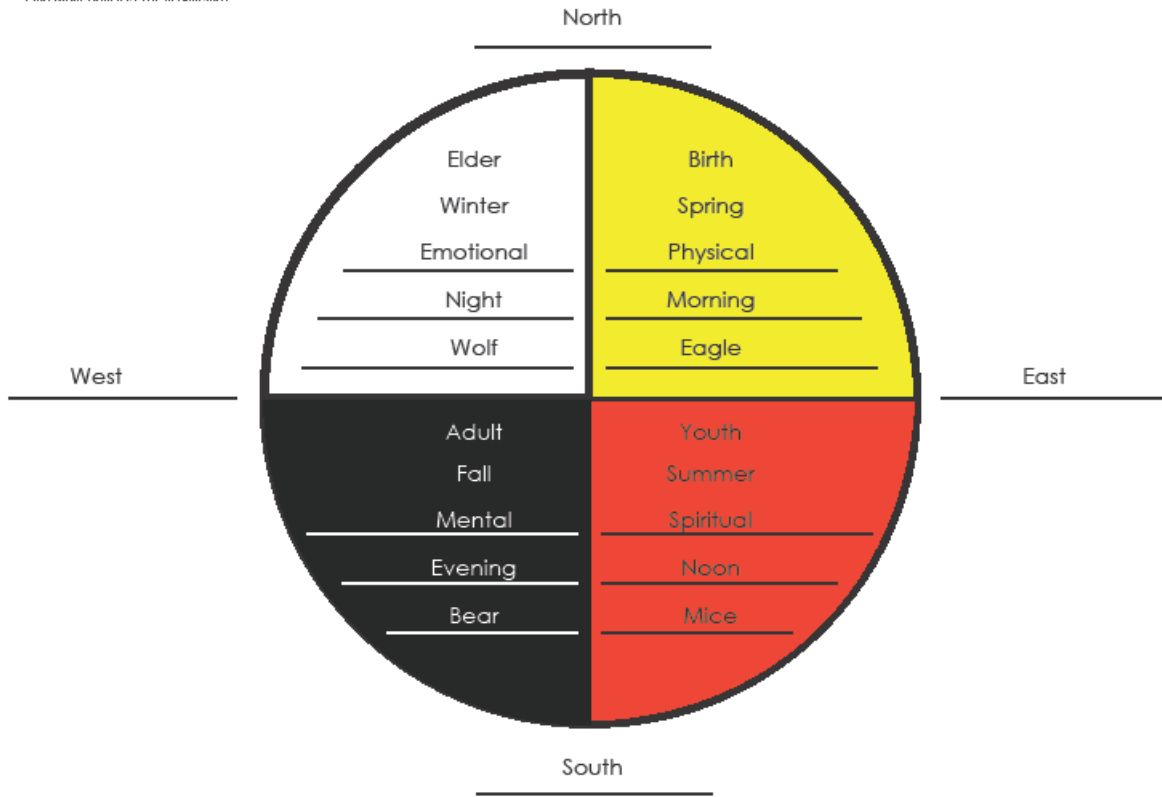
- use the Medicine Wheel to talk about health
- understand health from a wholeness point of view

Resources:

- Activity 1: Fill in a Medicine Wheel/Teacher led discussion
- Reading "The Medicine Wheel"
- Activity 2: Whole Health

Introduction: The Medicine Wheel has been used by North American First Nation/Metis people for many years as a teaching and healing tool. The wheel is symbolic of the ever-changing nature of life but also the continuity found in change (such as the seasons). The main idea of the Medicine Wheel is to practice balance and wholeness in one's life. A Medicine Wheel is 'read' clockwise starting from the top right quadrant. A picture of a full medicine wheel is provided for teacher use only. Students at this level will only learn about Mind, Body, Soul/Heart and Feelings and how they work together to provide wholeness in health.

Medicine Wheel - for teacher use only



Students will only learn Body (physical), Mind (mental), Soul/Heart (spiritual) and Feelings (emotional).

Activity 1

Use the circle on the next page as a template for students to cut and write on. You will need scissors, pencil crayons (red/black/yellow) and a straight edge for this activity.

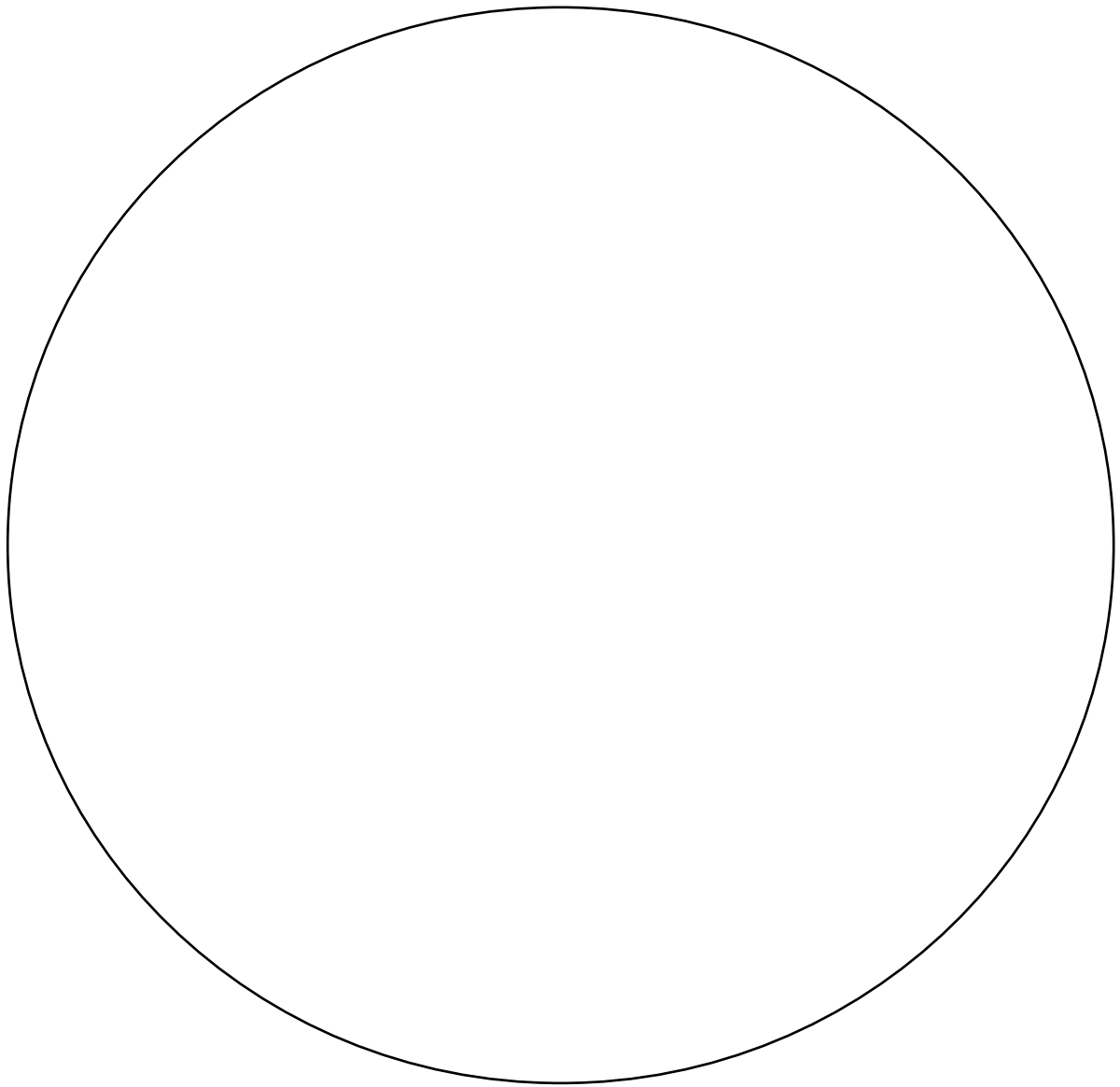
1. Use the straight edge to divide the circle into four equal parts from top to bottom, left to right.
2. Cut the circle out.
3. Write on the board: Body Mind Soul/Heart Feelings
4. Have the students write one term in each quadrant.
5. Talk about the terms.
6. Draw a chart on the board with four columns like this:

Body	Mind	Soul/Heart	Feelings
------	------	------------	----------

7. Have students list some problems that might happen in each of these areas. See below for examples:

Body	Mind	Soul/Heart	Feelings
Example: broken arm	Example: trouble learning	Example: loss	Example: anger

8. Ask "What does it mean to be healthy?" List the answers on the board.
9. Introduce the idea that 'good health' is when all four of these parts of a person are working together.
10. Have students color the body quadrant yellow; the mind quadrant black; the soul/heart quadrant red; leave feelings as a white.
11. Introduce the word 'stress' - something all students are familiar with!



The Medicine Wheel

Everyone knows what stress is!

Life is full of stress.

Stress affects your body. You can get headaches.

Stress affects your mind. It can be hard to think.

Stress affects your soul/heart. You can feel heavy inside.

Stress affects your feelings. You can feel sad or angry.

Stress affects ALL of you.

The Medicine Wheel can help you feel better.



Activity 2

Write down ways to make yourself feel better using the chart.

There are some examples for you.

Body	Mind	Soul/Heart	Feelings
exercise	read a book	pray	talk to a friend

What gives you the most stress? _____

Write down ONE thing you can do today to make yourself feel better.



Indigenous Medicine

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- talk about 'natural' remedies
- know the 4 sacred medicines
- give simple remedies for minor health issues

Resources:

- Activity 1: Teacher led discussion
- Reading "Indigenous Medicines"
- Activity 2: Comprehension Questions
- Activity 3: Speaking activity (giving advice)

Introduction: Most of the students are familiar with natural remedies and many use them on a regular basis. In fact, if you tell your class you have a headache, you will receive many pieces of advice! Many of the students will have come from a place where there are no pharmacies and natural remedies are all that is available. Indigenous people across Canada have used natural remedies from time immemorial. The 4 Sacred Medicines are mainly used amongst the Plains First Nations however, all Indigenous people in Canada make use of the plants and animals particular to their locale to help with health issues.

Activity 1

Teacher led discussion

1. Draw four columns on the board. Write these headings:
Headache Stomach-ache Backache Cold
2. Put students into pairs or groups of 3 or 4 depending on class size.
3. Ask your students to think about things they have right now in their house that can help with these small health issues.
4. List their answers on the board
5. Tell students they are going to read about "Indigenous Medicines"
Introduce new vocabulary: sacred (set apart for a religious purpose)
Plains (southern parts of Alberta, Saskatchewan, Manitoba)

Indigenous Medicine

Many years ago, there were no drug stores.

Indigenous people used plants for medicine.

There are four sacred medicines used by the plains Indigenous people.

Tobacco



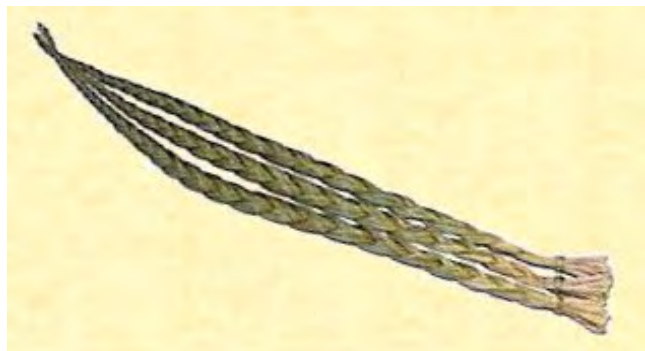
Cedar



Sage



Sweetgrass



Tobacco and sweetgrass are medicine for the soul.

They are dried and burned like incense.



Cedar and sage can be used fresh or dried in tea.

They can help reduce stress.



Many medicines are made from plants.

Do you know any?

Activity 2

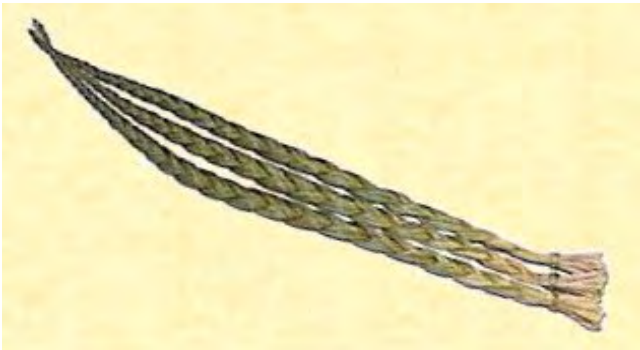
Match the picture to the word.



sweetgrass



cedar



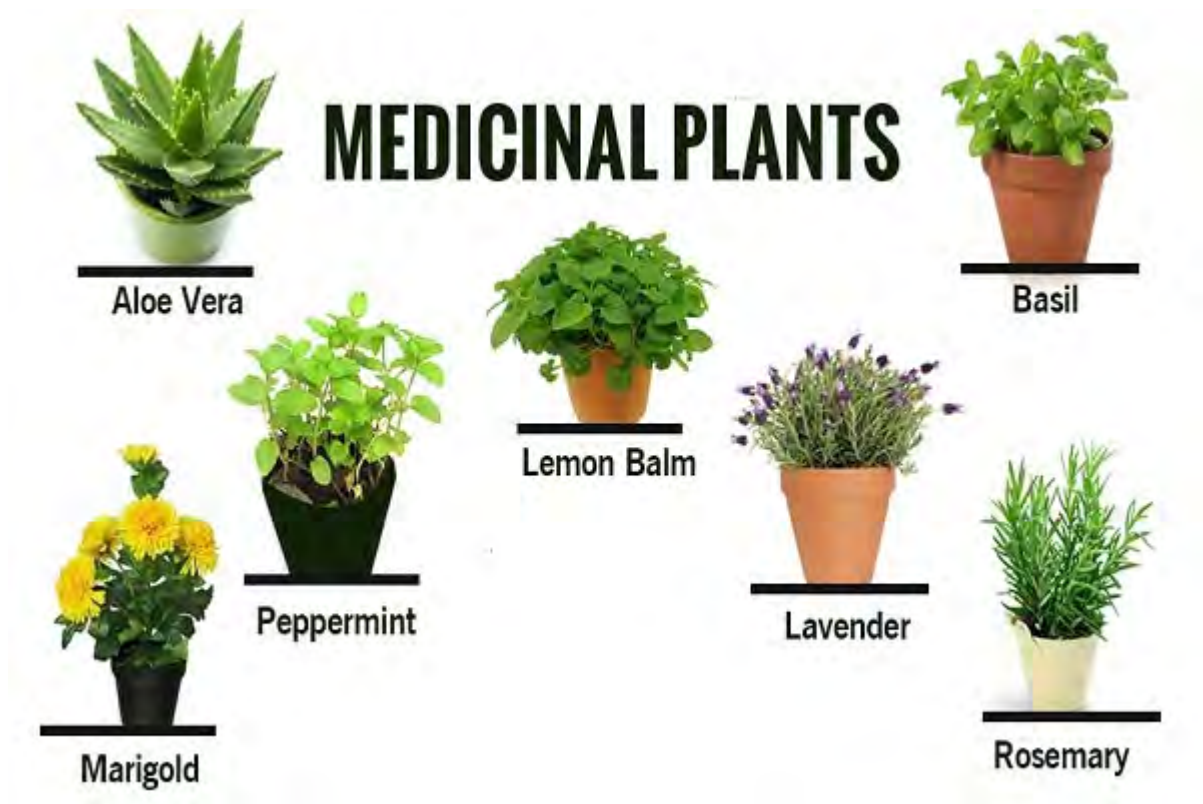
sage



tobacco

Use the reading to fill in the missing word(s).

1. Tobacco and _____ are medicine for the _____.
2. They are _____ and burned like _____.
3. _____ and sage can be used _____ or dried in _____.
4. They can help reduce _____.
5. Many _____ are made from _____.



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Activity 3

Learn how to give advice.

When you want to give advice, you can use these words:

You should...

You could...

Work with a partner. One person reads the sentence. The second person gives advice.

Partner A

I have a headache.

I have a stomach-ache.

I have a backache.

I have a cold.

Partner B

You should...

You could...

You should...

You could...

Now switch roles!

Indigenous Art: Totem Poles

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- understand what a totem pole is
- create a totem for their own family

Resources:

- Activity 1: Animal match
- Reading "Totem Poles"
- Activity 2: Comprehension questions
- Activity 3: What is your totem?

Introduction: Totem poles are a familiar sight to Canadians. Originating with the west coast First Nations groups, they have become a widely used symbol of Canadian Indigenous people.

"Totem poles are monuments created by First Nations of the Pacific Northwest to represent and commemorate ancestry, histories, people, or events. Totem poles are typically created out of red cedar, a malleable wood relatively abundant in the Pacific Northwest, and would be erected to be visible within a community.

Most totem poles display beings, or crest animals, marking a family's lineage and validating the powerful rights and privileges that the family held. Totem poles would not necessarily *tell* a story so much as it would serve to document stories and histories familiar to community members or particular family or clan members.¹"

1

https://indigenousfoundations.arts.ubc.ca/totem_poles/#:~:text=Totem%20poles%20are%20monuments%20created,be%20visible%20within%20a%20community.

Activity 1

Animals are very important to Canadian Indigenous people.

They believe that animals have a spirit like people.

Each animal in the world helps people.

Do you know the names of these animals?







Totem Pole



Can you find the eagle, bear and turtle on the totem pole?

Totem Poles

A totem pole is a story in pictures.

Look at the picture of the totem pole.

The eagle is the king of the birds. The eagle is a leader.

The person under the eagle is Indigenous.

Indigenous people take care of the land.

The turtle is for "Turtle Island".

Indigenous people call North America (Canada and USA) Turtle Island.

The bear is the totem of a clan (a family). It means strong, wise and brave.

The fire always burns. Fire makes everything new. It gives light.

Activity 2

Choose the correct word.

1. The eagle is the king / smallest of the birds.

3. Indigenous people take care of the land / the animals.

3. Indigenous people call North America Turtle Island / Canada and USA.

4. A bear is a totem for a clan / a country.

5. Fire gives light / dark.

One way to tell this story is like this:

The eagle helps Indigenous people take care of Turtle Island.

The bear clan takes care of their part of Turtle Island.

The fire never stops burning and gives light to everyone.

Activity 3

What is your totem?

Can you think of one animal that shows who you are?

Maybe it is a bear because you are strong.

Maybe it is a fox because you are smart.

Maybe it is an ant because you are always busy.

Draw or print a picture of your totem animal in the box below.



Share your animal with your class. Why did you pick this animal?

Indigenous Art: Inukshuks

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- understand simple addresses
- name the four directions
- understand inukshuks

Resources:

- Activity 1: What's your address?
- Activity 2: The four directions
- Reading "Inukshuks"
- Activity 3: Comprehension questions

Introduction: After the 2010 Olympics (held in Vancouver, BC) the inukshuk became a widely recognized symbol of Canada. Inukshuks (or inuksuk) combine art with functionality. They were originally used by the Inuit as 'road signs' in the unmarked north, as depots to leave supplies for fellow travellers and to mark sacred spaces. Large rocks are stacked to resemble a human being. Finding an inukshuk meant a place of rest, confirmation you were headed the right way and encouragement for the long journey ahead.

Activity 1

What's your address?

1. Write your full address on the lines below:

Street address

City

Postal Code

2. What is the first letter of your postal code? _____

The first letter of a postal code is different for every province.

3. Every province has an abbreviation.

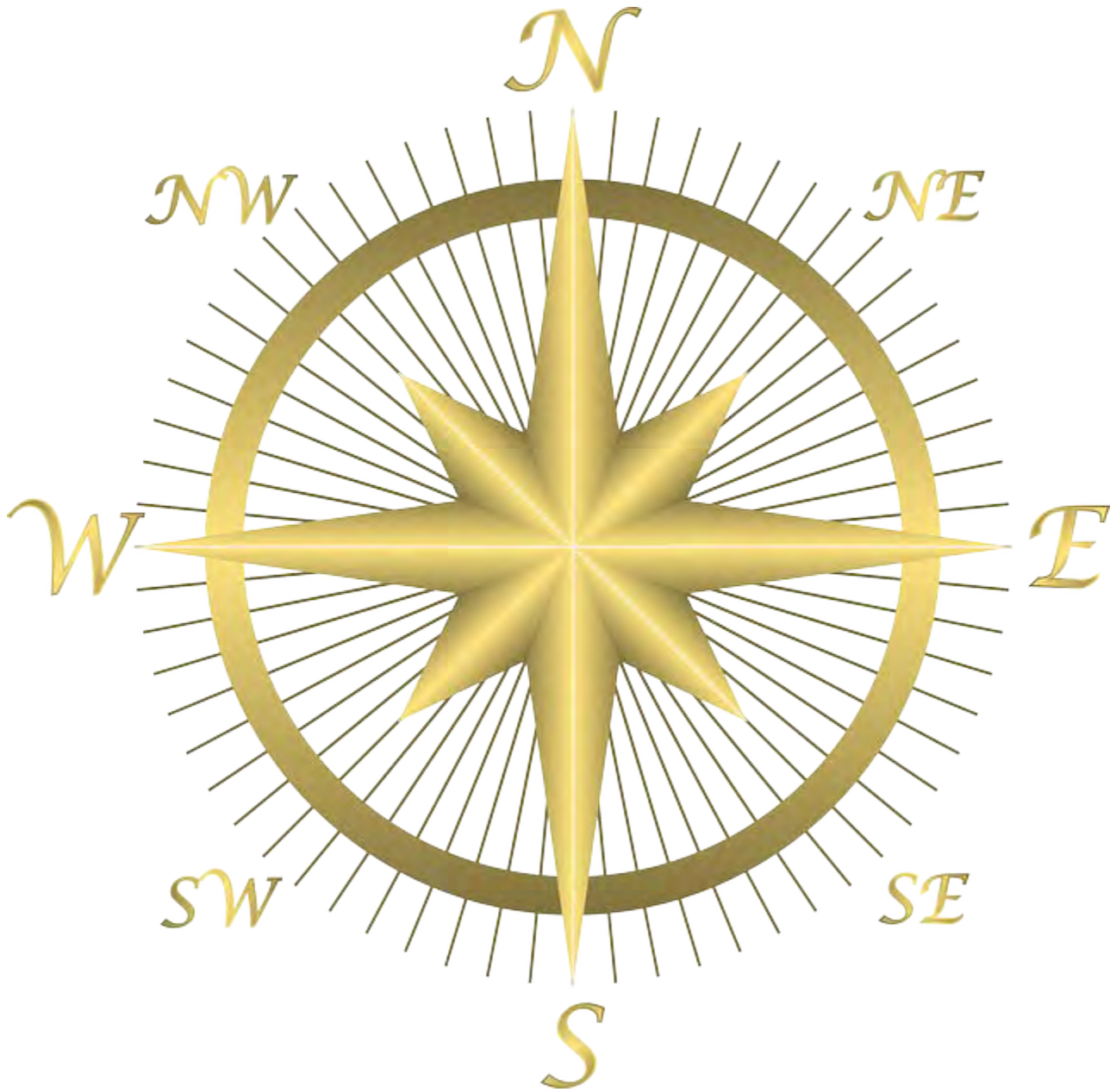
What is the abbreviation for your province? _____



Addresses help people find our house. Addresses help the mail get delivered.

Activity 2

The four directions



This is a compass.

Use it to answer the questions on the next page.

A compass shows directions.

The letters N E S and W mean: North, East, South and West.

A compass can help if you get lost.

What do you think NE means?

What do you think SE means?

What do you think SW means?

What do you think NW means?

Use the compass to point north.

What is north of you?

What is east of you?

What is south of you?

What is west of you?



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Inukshuks



What do you see in this picture?

Do you see any roads?

Do you see any signs?

This is what the Arctic looks like in the winter.

There are no roads.

There are no signs.

It is easy to get lost!

This is an inukshuk.

Inuit people have built inukshuks for many years.

An inukshuk is like a road sign.

It tells travellers where to go.

Inuit people build inukshuks in special places.

What does an inukshuk look like?



Activity 3

Use the reading to help you.

Circle true (T) or false (F).

- | | | | |
|----|---------------------------------------|---|---|
| 1. | There are many roads in the Arctic. | T | F |
| 2. | It is easy to get lost in the Arctic. | T | F |
| 3. | Metis people build inukshuks. | T | F |
| 4. | An inukshuk is like a road sign. | T | F |
| 5. | An inukshuk looks like an animal. | T | F |

Correct the false sentences. Write them below.

Indigenous Art: Metis Beadwork

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- recognize Metis beading patterns
- understand "The Flower Beadwork People"
- talk about art / handmade things from own culture

Resources:

- Activity 1: Canadian Wildflowers
- Reading "The Flower Beadwork People"
- Activity 2: Comprehension questions
- Optional Video "The Flower Beadwork People"
<https://www.youtube.com/watch?v=54ipBLZJ6L4>
- Activity 3: Color your own flower
- Activity 4: Bring in arts / crafts from own culture

Introduction: Metis beadwork is one of the most iconic Canadian artforms. Metis women combined French embroidery with their own love of nature. Metis beading is painstaking work. It takes many hours to make and some women describe it as a time of 'meditation'. A time to appreciate nature and Creator. Metis beadwork can be found on many things: clothing, moccasins, mukluks, sashes and as stand-alone pieces to be framed. Beading has become a Canada wide Indigenous artform with many First Nations people adopting the practice.

Activity 1

Canadian Wildflowers

Flowers grow everywhere!

Every part of the world has different kinds of flowers.

Here are some Canadian wildflowers.

Wild means found outside.



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How many different flowers do you see? _____

What colors do you see? _____

When do flowers grow? _____

Indigenous Art: Metis Beading



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This is an example of Metis beading.

This is made from colored beads.

Metis women sew each bead onto the cloth.

One by one.

It takes a long time to finish.

Metis women make beautiful art.

They often bead different kinds of wildflowers.

Metis people are called "The Flower Beadwork People"!

Activity 2

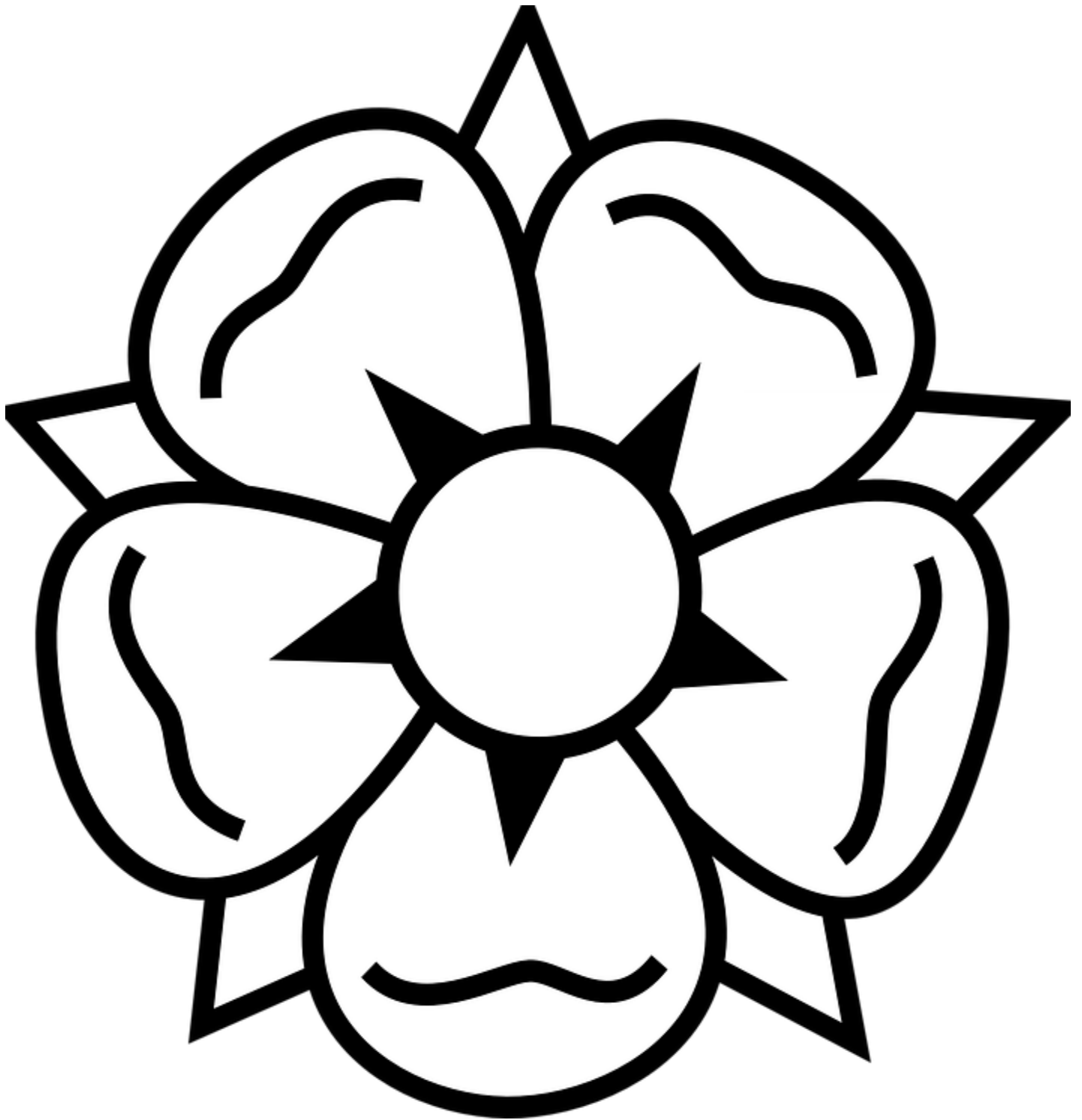
Write the correct word in the sentences.

sew	wildflowers	colored	beautiful
one	beadwork	beading	long

1. This is an example of Metis _____.
2. This is made from _____ beads.
3. Metis women _____ each bead onto the cloth.
4. One by _____.
5. It takes a _____ time to finish.
6. They make _____ art.
7. They often bead different kinds of _____.

Activity 3

Create your own beautiful flower



Activity 4

Every culture makes its own art.

All art is beautiful.

Does your country have a special art or craft?

Bring something from home to share with your class.

Tell your class about your art or craft.

Answer the questions:

Who made it?

What is it?

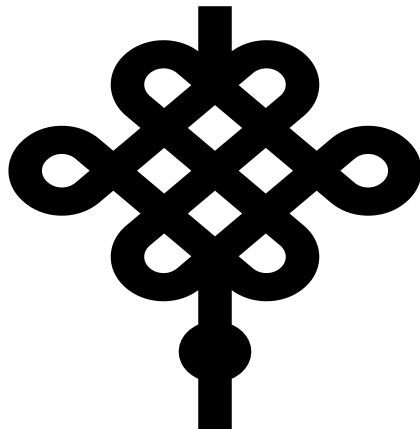
When was it made?

Where was it made?

Why is it special?

How was it made?

How long does it take to make?



Traditional Indigenous Clothes

Approximate Lesson Length: 1.5 hours (per lesson including Activity 1)

By the end of these lessons students will be able to:

- name common clothing items
- understand the traditional headpiece, clothes made from animals and the Metis sash
- show and talk about their own cultural clothes

Resources:

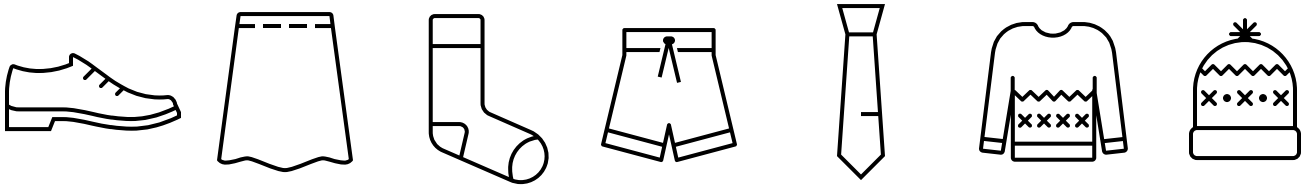
- Activity 1: Name that clothing item! (use this activity before you do any of the following lesson plans. After Activity 1 you can do any or all of the following readings and accompanying activities)
- Optional addition to Activity 1: clothing cards
- Reading "Traditional Headpiece"
- Activity 2: Unscramble the words
- Reading "Clothes made from animals"
- Activity 2: Sentence match
- Reading "The Metis Sash"
- Activity 2: Comprehension questions
- Activity 3: Talk about your own traditional clothing! Activity 3 can be done the day after doing one or all of these lessons.

Introduction: Traditional Indigenous clothing is always interesting to students. Of course, these types of clothes are not worn for everyday but many Indigenous people will honor their heritage through their jewellery or designs on their modern clothes. Today traditional Indigenous clothing is worn for special events such as pow-wows, annual celebrations and public events. Students can see

traditional clothing in museums and in numerous pictures online. These lesson plans will cover the most iconic Canadian Indigenous clothes - the traditional headpiece and Metis sash. Traditional clothing is an important aspect of all cultures: it can be a visible reminder of solidarity as well as a beautiful way to show uniqueness and craftsmanship.

Activity 1

Name that clothing item!



Write the names below the clothing item:

dress shoes	skirt	high heel	shorts	mittens	toque	t-shirt
tie	pants	socks	collar shirt	dress	long sleeve shirt	sweater

1. What clothes do you wear in winter?

2. What clothes do women usually wear?

3. What clothes do men usually wear?

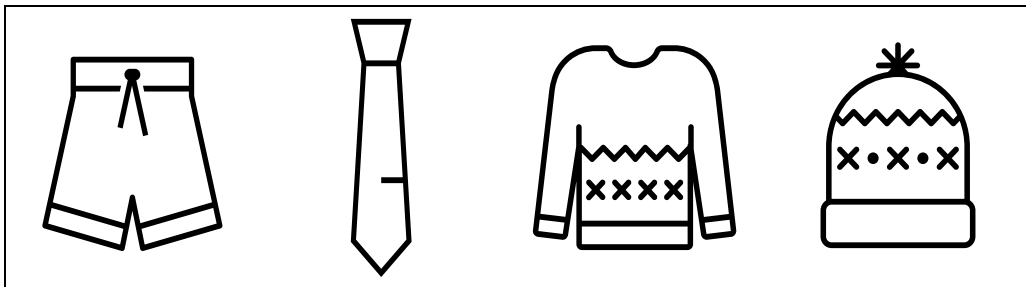
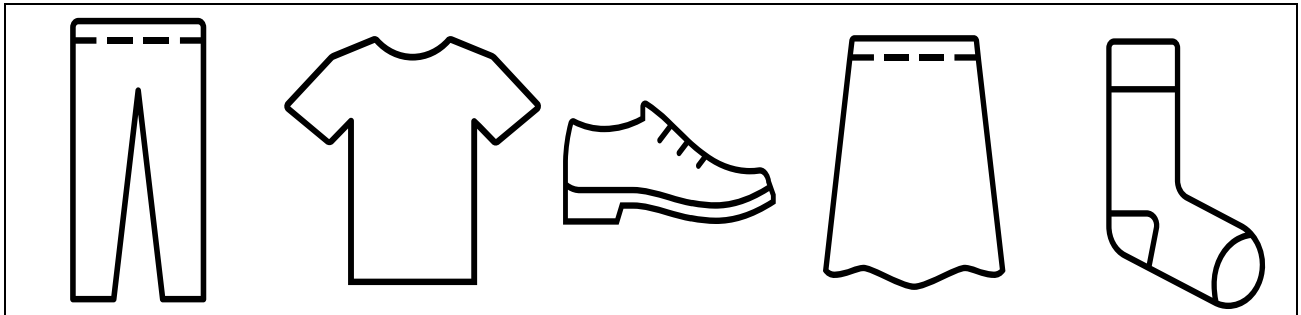
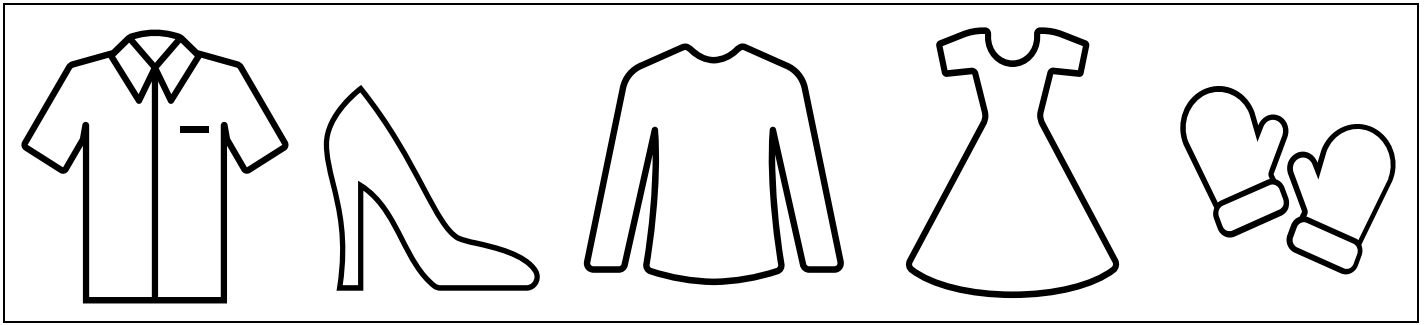
4. What clothes do you wear in summer?

5. What clothes do you wear on your feet?

6. What clothes do YOU usually wear everyday?

Optional activity - color the clothes in your favorite colors!

Cut out the pieces. Turn them over one by one. Tell you partner what it is.



Traditional Headpiece



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This is a picture of a traditional headpiece.

Sometimes it is called a war bonnet.

Important Indigenous leaders usually wear them.

Many of the important people are chiefs or holy men.

The headpieces are very special.

Each one is different.

Many are made from eagle feathers

The eagle is the king of the birds.

The eagle is strong and powerful.

Only important Indigenous people should wear this.

What colors do you see?

Is there anything else on the headpiece?

Activity 2

Unscramble the words. Use the reading to help you.

1. e c e h e a d p i _____

2. r a w / n e t t b o n _____

3. g e l a e _____

4. f c h e i s _____

5. o h l y / e m n _____

6. t f h e a r s _____

7. g r s o t n _____

8. f u l r e w o p _____

Who wears a headpiece? _____

Why do they use eagle feathers? _____

Clothes made from animals



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This is a picture of six chiefs.

They are wearing traditional clothes.

All of these clothes are made from animals!

When Indigenous people hunted, they used ALL of the animal.

Some of the animal was for food.

They used the fur to keep them warm.

They used the animal hide to make clothes and blankets.

They also used the hide to make shoes.

These are called mukluks.



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Activity 2

Match the sentences. Use the reading to help you.

1. When Indigenous people hunted, _____ to keep them warm.
2. Some of the animal _____ are called mukluks.
3. They used the fur _____ they used ALL of the animal.
4. They used the animal hide _____ to make shoes.
5. They also used the hide _____ was for food.
6. Some Indigenous shoes _____ to make clothes and blankets.

Where do you buy your clothes today?

What kind of clothes are made from animals today?

The Metis Sash



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These are Metis sashes.

Some people wear a sash around the waist.

Some people wear a sash across the top of the body.

Metis women weave the sash with their hands. It is not made by a machine!

The colors are important.

Red is for blood. Metis people share the same blood.

Blue is for spirit. The Metis spirit is strong.

White is for the land. The Metis are connected to their land.

Yellow is for prosperity. Prosperity means to be healthy and strong.

Black is for history. The Metis people had a difficult history.

The sash is the most important sign of the Metis people!

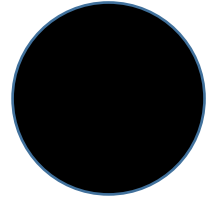
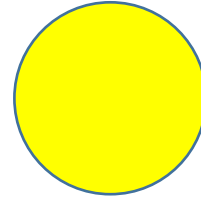
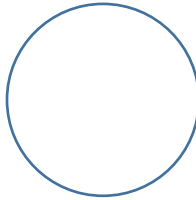
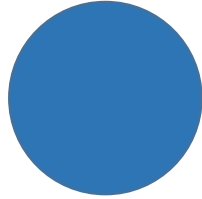
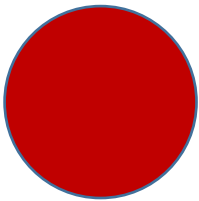


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Activity 2

Use the reading to answer the questions.

1. Write the correct color below each circle.



2. Match the color with the meaning on the sash.

Red

prosperity

Blue

land

White

blood

Yellow

history

Black

spirit

3. Answer True (T) or False (F)

- | | | |
|---|---|---|
| a) The Metis sash is worn around the head. | T | F |
| b) The Metis sash is worn around the waist. | T | F |
| c) The sash is made by hand. | T | F |
| d) The sash is important for Metis people. | T | F |

Activity 3

Show your own traditional clothes!

Wear your own traditional clothes to school!

Talk to your class about your clothes.

Answer these questions:

Who made it?

What is it made from?

When do you wear it? (Is it only for a special occasion?)

Why is it important to you?

How is it made? (Is it handmade? Did you buy it in a store?)

What colors are on it?

Are there any **special decorations**?

Traditional Indigenous Beliefs: Creation Stories

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- name different things in the natural world
- understand the term Creator
- understand Creator stories

Resources:

- Activity 1: Things in the natural world
- Reading "Creator - How the world was made"
- Activity 2: Fill in the blank
- Activity 3: Taking care of the world we live in
- Optional video: Find a video for recycling in your area

Introduction: Indigenous spiritual beliefs vary across Turtle Island (North America) but there are many commonalities as well. The most prominent being the term "Creator". Creator can have different meanings and importance but the key concept is of a greater being who created the world. Creation stories abound in Indigenous culture with different characters either helping or hindering the creation process. These stories were passed down orally through the generations but the essence is the same: a greater being known as Creator made the world we live in and a deep sense of gratitude, awe and reverence is due for the gifts of life we find all around us.

Activity 1

The Natural World

We live in a beautiful world!

When you walk outside you might see these different things.

Under each picture write what you see. These words might help you!

dirt (earth)	trees	grass
leaves	mountains	ocean
cliff	rocks	sky







But how were all these things made??

Creation Stories

How was the world made?

Every culture has a story about this!

Indigenous people on Turtle Island (North America) have stories too.

Most Indigenous people believe in a Creator.

Creator made the world and all the beautiful things in it.

Creator has many different names.

Some people call Creator 'God'

Some people call Creator 'The Great Spirit'.

There are many other names.

People did not create the world.

The world was here before people.

Indigenous people believe we should be thankful to Creator for the world!

Activity 2

Write the correct word in the sentence. Use the reading to help you.

beautiful	people	names	world	Creator	thankful	Great
-----------	--------	-------	-------	---------	----------	-------

1. Most Indigenous people believe in a _____.
2. Creator made the world and all the _____ things in it.
3. Creator has many different _____.
4. Some people call Creator 'The _____ Spirit'.
5. People did not create the _____.
6. The world was here before _____.
7. Indigenous people believe we should be _____ to Creator for the world!

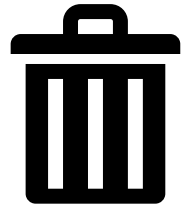


Activity 3

Taking care of our world

We live in a beautiful world!

But...there is a lot of garbage in the world.



We need to take care of our world to keep it beautiful.

How can we keep our world beautiful?

We can...

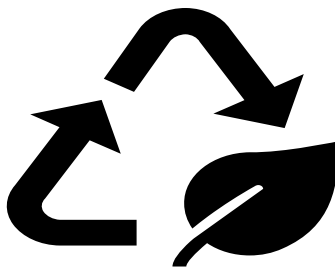
Reduce

Reuse

Recycle.

Reduce means to use less.

Reuse and recycle mean to use things in new ways.



Work with a partner. Answer these questions.

1. What can you use less of?

2. What can you reuse in your house?

3. What can you recycle?

Share your answers with your class.

Listen to your classmates. Write down their ideas here.

We are thankful for our world!

Traditional Indigenous Beliefs: Oral Stories

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- understand what 'oral' culture means
- understand the role of stories in an oral culture
- talk about stories from their own culture

Resources:

- Reading "Indigenous Stories"
- Listening "Kutoyis and the Fish"
- Activity 1: Circle the correct word
- Activity 2: Put the story in order
- Activity 3: Write a story
- Optional Activity: Have students tell a story from their own culture

Introduction: All cultures have stories that are passed down. Western culture is familiar with characters such as Cinderella, Little Red Riding Hood and Jack (and the beanstalk). Arabic students might be familiar with Aladdin and Sinbad. These stories are used to both entertain and teach. Indigenous cultures used stories in the same way. Many Indigenous cultures do not have a written language so these stories were passed down orally. In this lesson students will hear one Blackfoot Legend and have a chance to write a story of their own.

Pronunciation: Kutoyis - Ku (ew) · toy · is (soft s)

Indigenous Stories



Everyone tells stories.

Some stories are funny.

Some stories are sad.

Some stories tell about an important person.

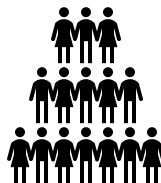
Stories are used to teach and remember.

Indigenous people have told stories for thousands of years.

Indigenous people have an 'oral' culture.

This means they did not read or write.

They told stories to remember their history.



Listening "Kutoyis and the Fish"

Listen to the Blackfoot story.

It is about Kutoyis.

Kutoyis was a brave warrior (fighter).

There are many stories about Kutoyis.



Transcript for "Kutoyis and the Fish"

Kutoyis was a Blackfoot hero and warrior.

He fought for the weak.

Kutoyis came from the Sweet Grass Hills.

One day Kutoyis went to look for the Blackfoot people.

He only found the children.

He asked the children where to find their parents.

The children told him a large fish ate all the Blackfoot adults.

Kutoyis found the fish.

The fish ate him too!

Kutoyis danced and prayed inside the fish.

He found the fish's heart and killed it.

He saved all the people.

Everyone celebrated.

Activity 1

Listen again to "Kutoyis and the Fish". Circle the correct word.

Kutoyis was a Blackfoot / Blackfeet hero and warrior.

He fought for the weak / week.

Kutoyis came from the Sweat / Sweet Grass Hills.

One / won day Kutoyis went to look for the Blackfoot people.

He only found the children.

He asked the children wear / where to find their parents.

The children told him a large fish ate / eight all the Blackfoot adults.

Kutoyis found the fish.

The fish ate him two / too!

Kutoyis danced and prayed inside / outside the fish.

He found the fish's heart and killed it.

He saved all the people.

Everyone celebrated.

Activity 2

Put the story in order. Number from 1 to 6.

Kutoyis killed the fish. _____

Kutoyis found the children. _____

Everyone celebrated. _____

The fish ate Kutoyis. _____

Kutoyis looked for the fish. _____

The children said the adults were in the fish. _____



Write the sentences in order.

Do you know any stories from your own country?

Can you share with you class?

Activity 3

Use the picture to write your own story.

Write 5 sentences.

Answer the WH questions: Who? What? When? Where? Why?



Share your story with your class!

Traditional Indigenous Beliefs: Values

Approximate Lesson Length: 1.5 hours

By the end of this lesson students will be able to:

- talk about 'being a good person'
- understand the Indigenous worldview

Resources:

- Activity 1: Teacher led discussion - "What is a good person?"
- Reading "Indigenous Worldview"
- Activity 2: Comprehension Questions
- The 7 Sacred Truths
- Activity 3: Vocabulary review

Introduction: Amongst all peoples of the world there is a basic understanding of what it means to "be a good person". These values are lived out in religion, culture, community and structured/unstructured belief systems. Although there are many Indigenous groups worldwide, they all share a similar belief system. Indigenous cultures tend to have more of a community focus rather than an individual focus and this is what enabled them to survive both hostile environments and colonization. The 7 Sacred Truths provides a look into this worldview and although it is specific teaching from certain Canadian Indigenous peoples it is generally accepted in all Indigenous cultures but it may be taught in a different way.

Activity 1

Teacher led discussion

Ask your students - "What is a good person?" or "What does it mean to be a good person?"

Place the students in pairs or small groups.

Give them 5 - 10 minutes to talk about the question.

Write their answers on the board.

Then ask them these questions:

Who taught you these things?

Is it hard to be a good person?

Is it different for men and women?

Is there someone you look up to?

Is there someone you think is a good person?

Depending on the speaking level of your class you could ask a few students to talk about the person in their life they look up to or learned from.

Indigenous Worldview



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Indigenous people believe everything is connected.

Plants, animals and people are connected.

Indigenous people call the world Mother Earth.

Mothers give life.

Mothers take care of their children.

We are all children of Mother Earth.

We need to take care of each other.

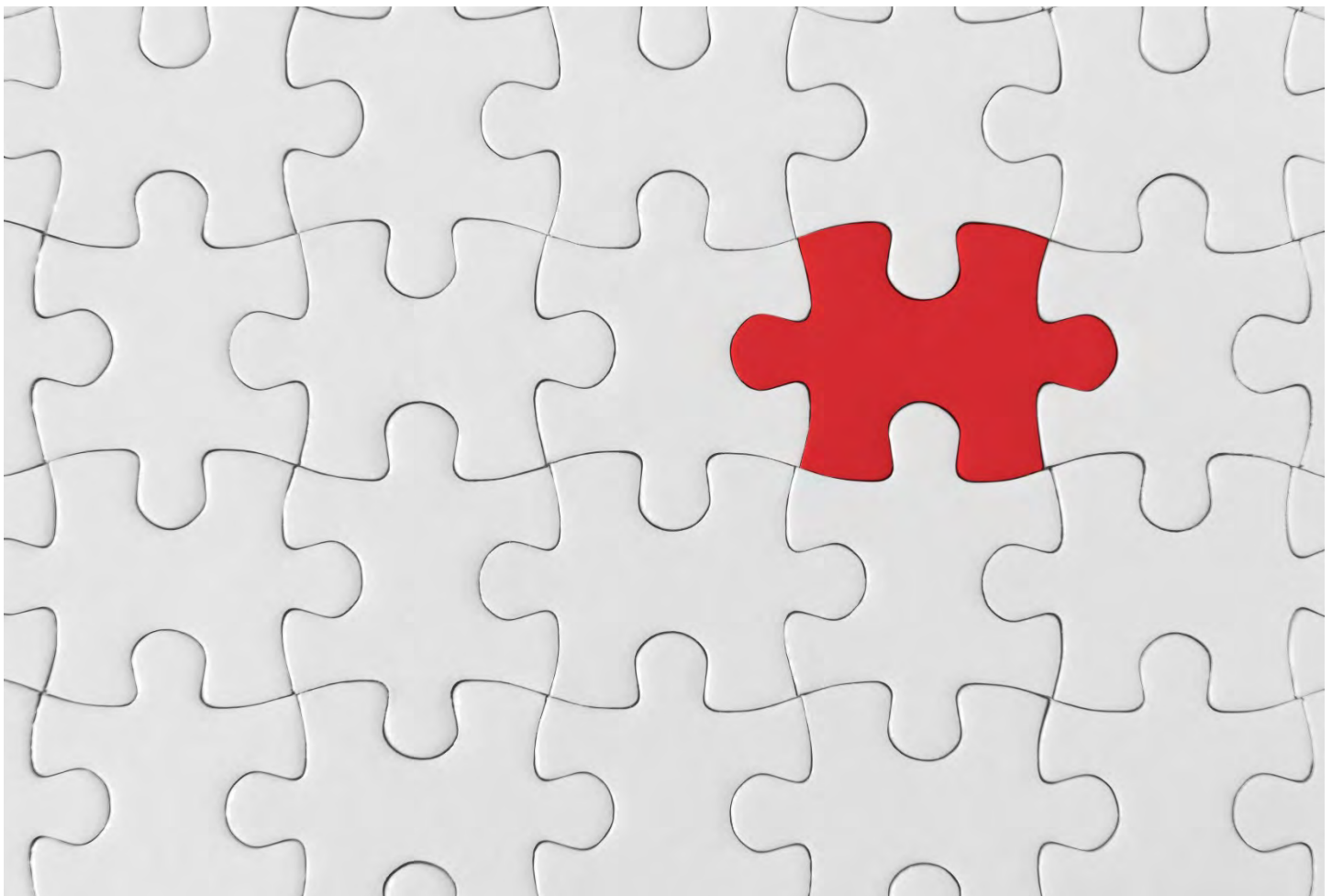
We need to take care of the plants.

We need to take care of the animals.

We need to take care of the water.

We need to take care of the air.

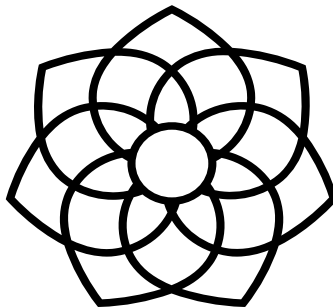
We are one piece of a big puzzle!



Activity 2

Write the correct word in the sentence. Use the reading to help you!

1. Indigenous people believe everything is _____.
2. Indigenous people call the world _____.
3. Mothers give _____.
4. We are all _____ of Mother Earth.
5. We need to take care of _____.
6. We need to take care of the _____.
7. We need to take care of the _____.
8. We need to take care of the _____.
9. We need to take care of the _____.



7 Sacred Truths

Sacred means special.

Truth means something is right.

The 7 Sacred Truths show us how to be good.



Humility and respect mean to put other people first.

Courage means to be brave.

Honesty and truth mean to never lie.

Wisdom means to think carefully.

Love means to care about everything in the world.

Activity 3

Write the correct word in the sentence. Use the words from the boxes.

Use the reading to help you.

7 sacred truths	humility	love	truth
courage	honesty	wisdom	respect

1. I care about everyone.

I am showing _____.

2. I am scared but I still try.

I am showing _____.

3. I never say something untrue.

I am showing _____ and _____.

4. I think carefully before I make a choice.

I am showing _____.

5. I think of other people first.

I am showing _____ and _____.

6. These are the _____.

Canadian Indigenous People Today

Approximate Lesson Length: 1 hour

By the end of this lesson students will be able to:

- talk about how their life has changed in Canada
- understand how Canadian Indigenous people live today

Resources:

- Activity 1: "My New Life in Canada"
- Reading: "Canadian Indigenous People Today"
- Activity 2: True or False
- Activity 3: Write the correct sentence

Introduction: Today, many Canadian Indigenous people live like everyone else in Canada. Some choose to stay and live on reserves while others leave for different opportunities. The goal of this lesson is for students to understand that Canadian Indigenous people have a unique history and culture although they are part of mainstream Canadian society. Just like our students.

The history of the colonization of Canadian Indigenous peoples is very long and complex. As is the history of every other colonized people the world over. The sad reality includes disease and death; underhanded treaties; creation of reserves; loss of land, language, and culture; residential schools; the Indian Act; and the list goes on. Individual lesson plans for these can be found in the "Indigenous Voices in the Classroom" curriculum.

Activity 1

"My New Life in Canada"

Place the students into pairs or small groups.

Give each group a copy of the chart on the next page.

Depending on their writing skills they can either write a few words or only use as a speaking exercise.

Give the students 10 - 15 minutes to work together.

While the students are working - write the chart on a white board/shared computer screen.

Write down all their answers on the whiteboard or shared computer screen.

You can ask the students:

What do you like about living in Canada?

What don't you like about living in Canada?

My New Life in Canada

Moving to a new country can be very hard!

Use the chart below to talk about how your life has changed.

	Same ✓	Different ✓	How is it different?
House			
Car			
Clothes			
School			
Money			
Weather			
Family			
Holidays			

Share your answers with your class :)

Canadian Indigenous People Today

Indigenous people lived in Canada for thousands of years.

500 years ago new people came to Canada.

They came by big boats called ships.

Life changed for Indigenous people.

Some changes were good. Some changes were bad.

There are millions of Indigenous people in Canada.

Today they live in cities or small towns.

Some live on special pieces of land called reserves.

They go to school and work just like you.

They try to keep their language and culture just like you.

June 21st is National Indigenous Peoples Day.

You can learn about Canadian Indigenous people!



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Activity 2

Read the sentences. Circle True (T) or False (F). Use the reading to help you.

1. Indigenous people lived in Canada for hundreds of years. T F
2. New people came to Canada 500 years ago. T F
3. Life did not change for Indigenous people. T F
4. All the changes were good. T F
5. There are hundreds of Indigenous people in Canada. T F
6. Indigenous people live everywhere in Canada. T F
7. Indigenous people kept their language and culture. T F
8. National Indigenous Day is July 1st every year. T F



Activity 3

Some of the sentences above are false (F).

Write the correct sentences below.

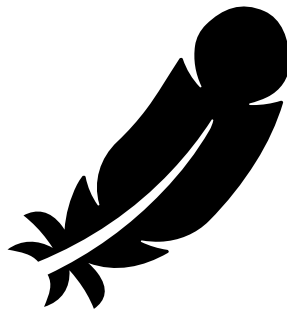
1. _____

2. _____

3. _____

4. _____

5. _____



Glossary

The words in this glossary are simplified for use in these lesson plans. There may be other meanings or significance that are not included.

Batoche

- the last place the Metis and Canadian government fought

Belief

- something a person or a group of people think is true

Blackfoot

- a First Nation group from southern Alberta, Saskatchewan and Montana
- the language of the Blackfoot people

Catholic

- the religion of the French people who came to Canada

Chief

- the leader of a First Nation group of people

Clan

- a family group within a tribe

Community

- a group of people who live and work together

Creator

- the name many Indigenous people use for 'God'

Cree

- a First Nation group who live in Alberta, Saskatchewan and Manitoba
- the language of the Cree people

Drum

- a round musical instrument made from an animal hide

Elder

- an important person (man or woman) in the community
- elders teach younger people language, culture and history
- elders are highly respected

Fiddle

- a musical instrument made with strings used by the Metis people

First Nation(s)

- a group of Canadian Indigenous peoples
- there are 634 First Nations across Canada

Headpiece

- a special clothing item worn by important Indigenous people

Holy man (men)

- a spiritual leader
- sometimes called a shaman

Igloo

- a round house made of hard snow used by the Inuit in the winter

Indigenous

- means 'first'
- Indigenous people were the first people in Canada

Inuit

- a group of Canadian Indigenous peoples
- most Inuit people live in northern Canada

Inuktitut

- the language spoken by Inuit people

Inukshuk

- important rock formations made by Inuit people
- inukshuks were used for directions and to give information
- inukshuks are made into small pieces of art now

Jig / jigging

- the dance of the Metis people

Longhouse

- a long, rectangular, permanent house used by some First Nations
- a place where special ceremonies take place

Louis Riel

- the first leader of the Metis people (1844 – 1885)
- he is a Canadian Hero
- Louis Riel Day is celebrated on the third Monday each February

Medicine Wheel

- a sacred teaching tool for many First Nation and Metis people
- a tool to help people be healthy in all areas

Metis

- a group of Indigenous people in Canada
- a person with 'mixed blood' from First Nation and European

Metis Sash

- a special clothing item used and worn by Metis people

Michif

- the language of the Metis people
- a mixture of Cree and French

Mother Earth

- the name many Indigenous people use for earth

Mukluks

- a special kind of shoe worn by Indigenous people
- made from animal hide and fur

Pow-wow

- a public dance and celebration of many First Nation peoples

Quviasukvik

- the Inuit celebration of the New Year

Red River

- one of the first Metis settlements
- today Red River is called Winnipeg

Relative

- someone who is related to you – eg. father, mother, brother, sister etc.

Sacred

- something used for religious / spiritual purposes
- it can be an object, a plant, a person, a place

Sundance

- a private ceremony of the Plains First Nation people
- this is celebrated in late summer

Tradition / traditional

- beliefs passed down from elders, grandparents or parents

Teepee

- cone shaped homes used by First Nations people
- teepees were made from animal hides

Turtle Island

- the name many Indigenous people use for North America

Throat Singing

- a special kind of singing done by Inuit women

Tribe(s)

- an older name for the First Nations of Canada

Wigwam

- a small round house used by some First Nation people
- wigwams are made of willow and brush

Photo Credits

All photos and illustrations in the curriculum are publicly available on Creative Commons or Microsoft Word stock images and icons excepting:

Traditional Indigenous Art: Totem Poles

<https://www.goodfreephotos.com/albums/canada/ontario/algonquin-provincial-park/totem-pole-in-algonquin-provincial-park-ontario.jpg>

Resources and further reading

The Canadian Encyclopedia has excellent resources for Canadian Indigenous topics:

<https://www.thecanadianencyclopedia.ca/en/topic/indigenous-peoples>

The Government of Canada has numerous resources available on their websites for all topics Indigenous:

<https://www.canada.ca/en/crown-indigenous-relations-northern-affairs.html>

<https://www.canada.ca/en/services/indigenous-peoples.html>

<https://www.canada.ca/en/services/culture/history-heritage/indigenous-history.html>

Canadian Geographic Indigenous Peoples Atlas of Canada online:

<https://indigenouspeoplesatlasofcanada.ca/>

Facing History and Ourselves:

<https://www.facinghistory.org/stolen-lives-indigenous-peoples-canada-and-indian-residential-schools/historical-background/first-nations>

Medicine Wheel – there are numerous resources available online for Medicine Wheel teachings. Below are a couple that are very good:

http://anishinaabemodaa.com/lessons?lesson_id=51#:~:text=THE%20JIBWE%20MEDICINE%20WHEEL,to%20the%20world%20around%20them.&text=The%20Medicine%20Wheel%20is%20an,and%20the%20cycle%20of%20life.

<http://www.fourdirectionsteachings.com/transcripts/ojibwe.pdf>

Information specific to Inuit people:

<https://www.itk.ca/about-canadian-inuit/>

<https://arctickingdom.com/quviasukvik-the-inuit-winter-festival-and-christmas/>

Information specific to Metis people:

Each province has their own Metis Nation – use Google to find the one specific to your area.

<https://www.kikino.org/metis-culture/the-sash.php>

The National Film Board of Canada has numerous documentaries, short films and longer films – many produced by Canadian Indigenous Peoples. Go to the main site and search “Indigenous” for access to these resources.

<https://www.nfb.ca/>

Norquest College produced a series of lesson plans that are available on YouTube. The series is called “Rural Routes: Elders Speak”. Find the series through the search menu.

Finally, there are countless resources online for any Indigenous topic you choose. Ensure that the speaker/site is written ‘by’ an Indigenous person and is not just ‘about’ Indigenous peoples.

Other Activities

There are a number of days during the year that commemorate Canadian Indigenous Peoples. You can use these days as teachable days!

- June – National Indigenous History Month
- June 21 – National Indigenous Peoples Day – there are activities and celebrations across Canada
- September 30 – Orange Shirt Day – a day to honor residential school children - both survivors and those who died while attending
- 3rd Monday in February or November 16 – depending on the province – a day to remember and honour the memory of the Metis hero Louis Riel
- November 7 – Inuit Day – a day to celebrate all things Inuit
- November 8 – Indigenous Veterans Day – a day to honour the contributions and sacrifices of our Indigenous Veterans

The Glenbow Museum in downtown Calgary has a whole floor dedicated to Indigenous Peoples – with a specific focus on Treaty 7 peoples.

Teach your students the Land Acknowledgement for your area. This will help them understand whose original land they live and work on.

If you, as a teacher, are interested in learning more about Canadian Indigenous peoples, the University of Alberta offers a free course which you can audit. Indigenous Canada is available here:

<https://www.ualberta.ca/admissions-programs/online-courses/indigenous-canada/index.html>