



Indigenous Veteran's Day

Lest We Forget



Aen shinihkatayk

Title:

Kaayaa chi Waaniihkayaahk – Lest We Forget

Wihtamakayhk kaykwy kaa kishkayhtamihk

Explaining what is being learned/overview:

Through a guided exploration students will learn about the contributions of Indigenous veterans, the inequalities they faced, and will understand the importance of honoring them on November 8.

Kaykwy chi kii ishpayihk

Curriculum Connections

IN4.1

Analyze how First Nations and Métis people have shaped and continue to shape Saskatchewan.

PA4.1

Analyze the relationship between governance institutions in Saskatchewan and the quality of life of people in the province.

CR4.3

Listen to, comprehend, and respond to information from a variety of sources to connect, form, and express opinions.

CR4.5

Create and present visual and multimedia texts to express ideas on identity, social responsibility, and efficacy.

Gashkihtaan

I can statements:

- I can explain who Indigenous veterans were and how they helped during their service.
- I can recognize that indigenous veterans were not always treated fairly during and after their service.
- I can show respect when learning and taking about Indigenous veterans.

Niikaan lii kesyoon

Focus question:

- Why is it important for veterans to be treated fairly?
- What can we learn from the stories of Indigenous veterans?

L'aanii d'ikol

Year of school/grade:

Four

Kaykwy kaa kishkayhtamihk

What is being learned/subject:

Social Studies, ELA

Li taan

Time:

45 minutes

Lii zafayr poor chi ooshitaahk ooma

Things needed to do this/
materials needed.

- Appendices 1-5 Printout (1 per student)
- Writing utensils
- Smartboard or projector
- Markers or colouring supplies

Taanishi aen tipahamihk

Assessment:

See rubric in Appendix 4



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Lest We Forget



Lesson Description

taanishi aen ishi ooshihtaahk

Motivational Set: 5 Minutes

- Put the word "VETERAN" on the board. Ask students what they know about this word. Have they heard it before? Draw the conclusion that a veteran is someone who has fought in a war or served their country in the Army or Navy.
- Show a photo of a medal. Ask students what it is, what it means, and how to get one.
- Tie it together by explaining that veterans sometimes got honored with medals after being in the army. They got medals because they were brave.

Examples of bravery include:

- Saving lives during fights, helping other hurt soldiers get to safety, protecting them
 - Being a leader
 - Protecting others, keeping villages or people safe, working as a medic
 - Dedication, being part of the army for a lot of years
 - Special missions, dangerous assignments
 - As a thank you, medals were given from the government to show appreciation for protecting Canada
- Provide the above examples and explain that a veteran could be given a medal for all those reasons. Being given a medal is really special because it lets the person know that they did a good job.
- Indigenous people were the First People, who lived here in Canada before anyone else. It was not just Canadians that fought in the wars, Indigenous people also went and fought in the wars, and that is who we are talking about today, specifically, Métis people.



Main Procedures: 40 Minutes Total +

1. Our Veterans Voices Activity (formative) – 10 Minutes

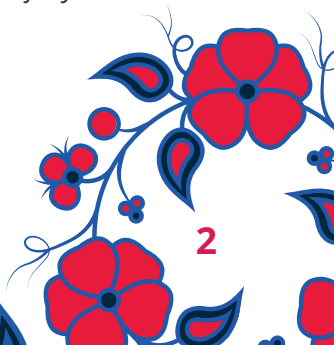
See **Appendix 1** and go through each Métis veteran story card as a group. For each story card, ask any of the following questions:

- How were they brave?
- How did they help others?
- If you could give them a medal, what would it be for?

Teacher Notes:

Content – Please prepare your students on how to handle difficult content appropriately and respectfully. The story cards discuss war acts.

Modification consideration – If you have help in your classroom, you can split into small groups and go through the story cards that way as opposed to large group instruction.





Indigenous Veteran's Day Lest We Forget



2. Fair or Unfair Activity (formative) – 10 Minutes

- Split the class into 5 groups. See **Appendix 2** for the “Fair or Unfair” statements. Hand out one statement to each group.
- Have each group discuss whether their statement is fair, or unfair. They need to write down one reason to explain their decision.
- After, have each group share their statement and why they thought it was fair, or unfair.
- Have students return to their seats, then discuss:
 - Do you think that Indigenous people should have gotten the same help?
 - What are some ways that their lives might have been harder after the war because they didn't have this help?

3. Honour Medal Activity (summative) – 20+ Minutes

- Explain that for the last 30 years, every year on November 8th, Indigenous veterans are remembered and honoured for all the brave things they did, like in the story cards.
- But, before 1994, they were not recognized, they were not given any help or honour, like with the fair or unfair statements.
- Remember at the start how we talked about veterans getting medals for being brave? Well Indigenous veterans were denied this honour for a long time. So today, to remember, we are going to create a medal for them.
- See **Appendix 3** for printable copies of the medal template, and the rubric.
- Have students decorate the medal using colors, stickers, and illustrations that show and represents the bravery of Indigenous people.

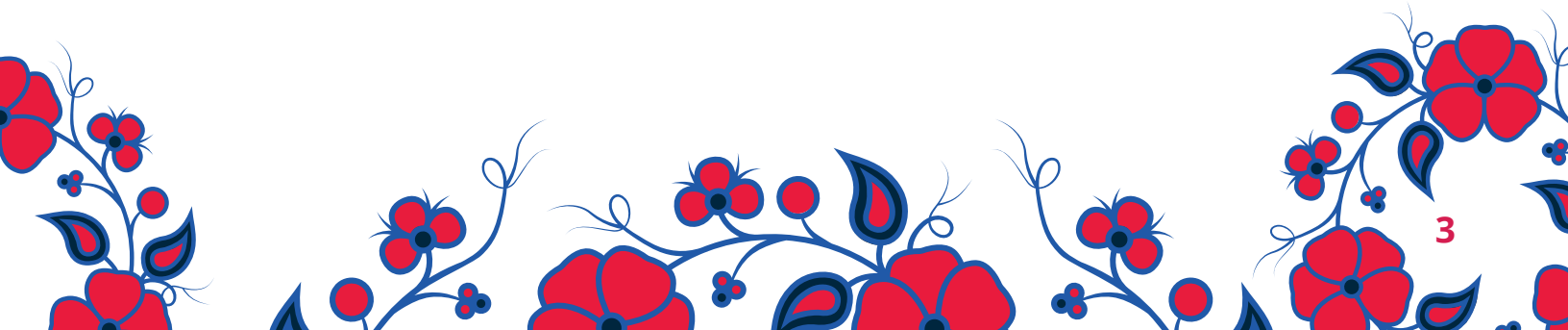
Teachers Note:

Students can choose to dedicate their medal to one of the veterans they learnt about, or they can simply write “Indigenous Veterans” on the prompt line.

Closing: 10 Minutes

The closing can be done at a later setting should you give them more time to complete their medals.

- To close, sit in a circle and have each student share their medal, and their corresponding sentences.
- Use the completed medals to create a “Wall of Honour” in your classroom.





Indigenous Veteran's Day Lest We Forget



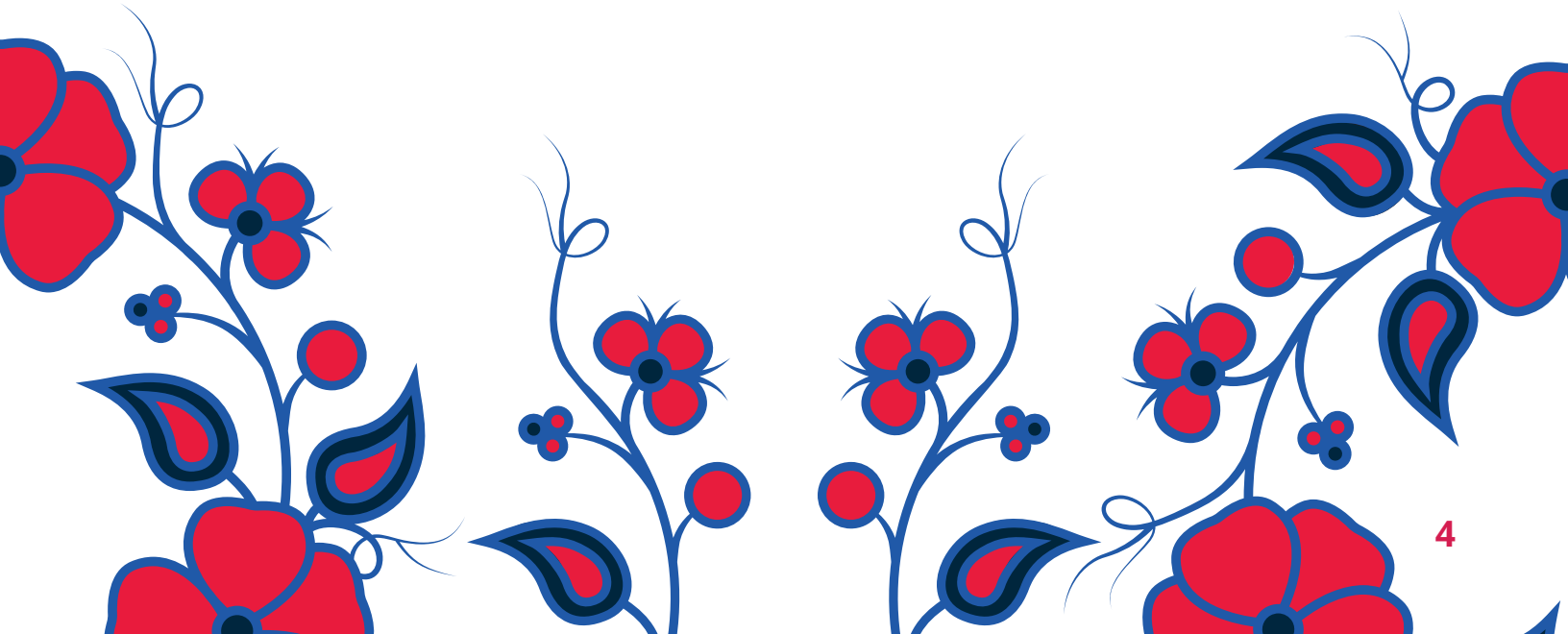
Resources

- Tributes – Métis. metisveterans.ca/tributes
- Indigenous Veterans | Veterans Affairs Canada. veterans.gc.ca/en/remembrance/people-and-stories/indigenous-veterans
- 101-year-old Saskatchewan Métis veteran remembered for enduring legacy | Globalnews.ca. <https://globalnews.ca/news/8508345/saskatchewan-metis-veteran-louis-roy/>
- 98-year-old Métis veteran recognized for her contributions during World War II - APTN News. <https://www.aptnnews.ca/national-news/98-year-old-metis-veteran-recognized-for-her-contributions-during-world-war-ii/>
- This Métis WW II veteran survived a deadly raid in Dieppe and 3 years as a POW. He died at 101 | CBC News. <https://www.cbc.ca/news/indigenous/metis-veteran-death-mmfs-saskatchewan-vancouver-war-government-1.6409271>

Supplemental Materials:

- Métis Soldiers of Saskatchewan: 1914-1953 | Gabriel Dumont Institute <https://gdins.org/product/metis-soldiers-of-saskatchewan-1914-1953/>

Use this resource to learn more about Métis contributions in war efforts





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Appendix 1:



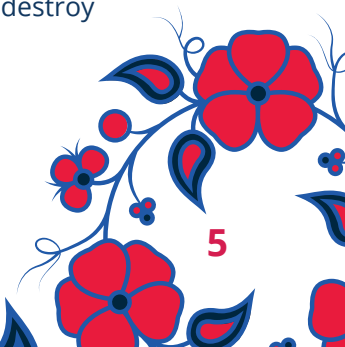
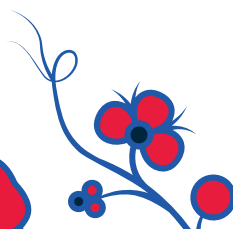
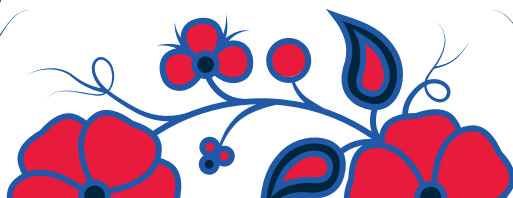
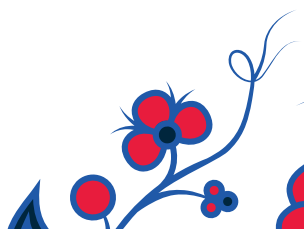
Paul DeLorme

- In 1942, Paul got captured in an attack where more than 900 Canadian soldiers died.
- For almost three years, he was a prisoner. Twice, he tried to escape.
- The first time he tried to escape, he had to walk for several days with no food or supplies trying to get back to his base.
- Finally, after the war was over he went home and lived to be 101 years old.



Henry Louis Norwest

- One of the most famous Canadian snipers in the First world war was Métis man Henry Louis Norwest.
 - Sniper: A person who can shoot and hit a target from a very long distance
- In three years, he had 115 shots where he hit his target.
- Being a sniper was a dangerous job, because sometimes you had to go onto the enemy side without getting caught.
- To be a sniper, you had to have special skills, like camouflage (ability to stay hidden,) and the ability to stay quiet and still for a very long time. You also had to have perfect aim.
- In a battle, Henry saved a lot of his men with his skills, and they were able to complete their mission.
- Later, Henry helped his men by using his sniping skills to destroy the enemy's machine guns.
- In 1918, he died in battle.





Indigenous Veteran's Day

Lest We Forget



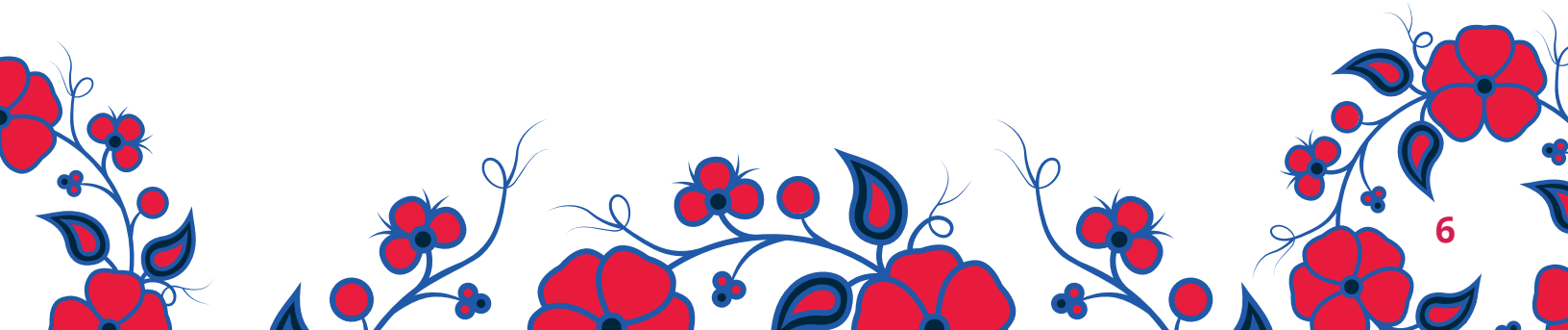
Louis Roy

- Louis joined the army in 1942, and spent three years fighting in England, Africa, and Italy.
- During the war, a lot of his friends died. Louis himself never got seriously injured, but he came very close.
- After the war, he suffered hearing loss because of all the bombings.
- Louis said he did not get any help when he got home.



Phyllis Eastcott

- There were other jobs in the army other than being a soldier, that were very important. Phyllis Eastcott did four different jobs while she was in the army.
- She made food for the soldiers.
- She wrote down messages so that the soldiers could communicate with each other.
- She worked as a doctor's assistant to help the hurt soldiers.
- She kept track of supplies to make sure they had what they needed.
- Phyllis' family said she wanted to join the army because it was important to her to help her country.





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Appendix 2:

Fair, or Unfair?

After fighting in a war, other Canadian veterans were given land to live on as a gift, and Indigenous veterans were not.

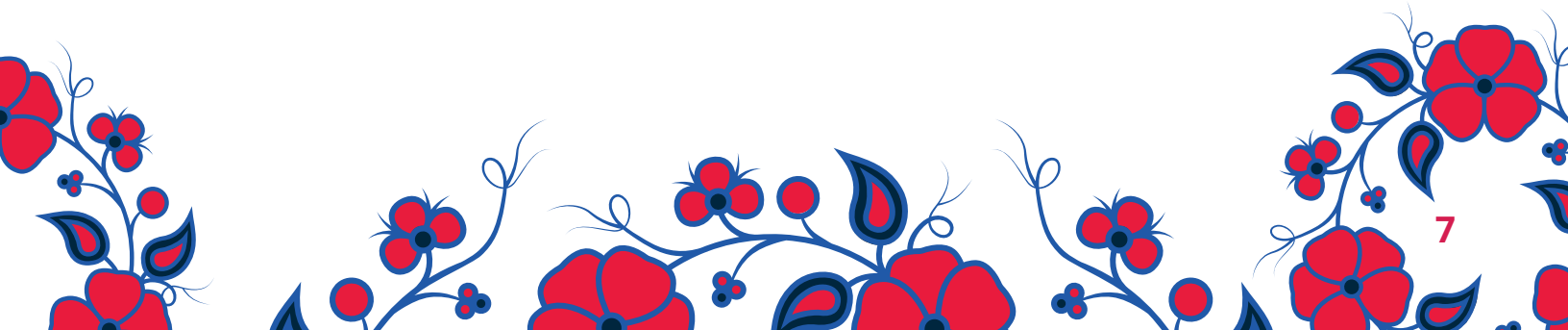
During the war, Indigenous soldiers were often given more dangerous jobs.

After fighting in a war, other Canadian veterans were given medical support. If they had to go to the doctor or were sick or hurt because of the war, they were taken care of, and Indigenous veterans were not.

After fighting in a war, some Indigenous Veterans were given Canadian Citizenship after their service, but lost their status as indigenous people in Exchange.

After fighting in a war, other Canadian veterans got disability support. If they had an injury from the war and could not go to work, they got some money to help, and Indigenous veterans did not.

After fighting in a war, other Canadian veterans got employment support. If they needed a job they got help finding a job, and Indigenous veterans did not get this help.





Indigenous Veteran's Day

Lest We Forget



Appendix 3:

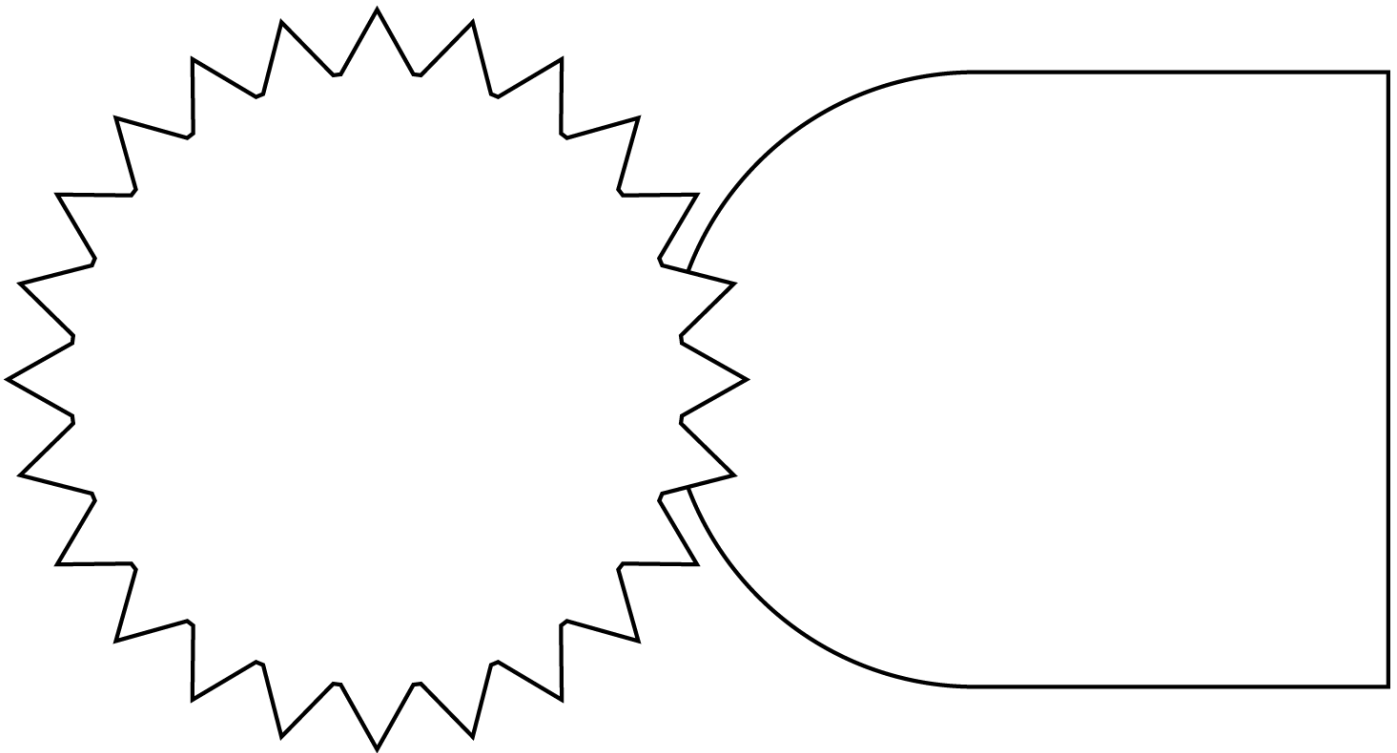
Name: _____

Instructions: Think about all the brave Indigenous Veterans you learnt about, create a medal that honours them.

Must use:

- 2 meaningful colors
- 1 meaningful symbol

Some examples are a sash, a poppy, an infinity symbol.



This medal is for _____
because _____

The colors I chose are meaningful because _____

The symbol(s) I chose are meaningful because _____



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Lest We Forget



Appendix 4: Assessment

Name: _____

Date: _____

Grade: _____

Subject: _____

I **can** design a medal that shows my understanding of the topic.

I **can** choose colors that have meaning and explain why I used them.

I **can** choose symbols that represent Indigenous veterans and explain their meaning.

I **can** show how my medal honours Indigenous veterans for their bravery and sacrifices.

CRITERIA	EXCELLING	MEETING	BEGINNING	APPROACHING
CREATIVITY & EFFORT	Medal is thoughtfully designed, neat, creative, and complete.	Medal design shows good effort, neatness, and some creative details.	Medal design is missing some components.	Medal design is incomplete.
USE OF MEANINGFUL COLOURS	Includes 2+ colors with clear explanation of their meaning, connected to veterans' bravery or Métis culture.	Includes 2 colors with a reasonable explanation of their meaning.	Includes at least 2 colors, with a simple or partial explanation.	Uses fewer than 2 colors or no explanation of meaning.
USE OF MEANINGFUL SYMBOL(S)	Includes at least 1 strong symbol with a clear, thoughtful explanation of its meaning.	Includes 1 symbol with a basic explanation of its meaning.	Missing either the symbol or its explanation.	No symbol or explanation is included.
CONNECTION TO VETERANS	Medal strongly connects to Indigenous veterans, clearly honoring their bravery and sacrifices.	Medal shows a clear connection to Indigenous veterans.	Medal shows a basic or vague connection to Indigenous veterans.	Medal does not show a connection to Indigenous veterans.
NOTES OR COMMENTS				



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Appendix 5: Heritage Michif Pronunciation Guide

English	Michif	Pronunciation
<i>Title</i>	aen shinihkatayk	ay SHIN-ick-a-TAKE
<i>Grade ("year of school")</i>	l'aanii d'ikol	la-KNEE dee-COL
<i>Subject ("explaining what is being learned")</i>	Kaykwy kaa kishkayhtamihk	cake-WHY kah kish-KAY-tuh-MICK
<i>Topic ("specifically what we're talking about")</i>	ispray kaa piikishkwatamihk	iss-PRAY kah PEEK-ish-KWAH-tuh-MICK
<i>Overview ("talking about what is being learned")</i>	wiihtamakayhk kaykwy kaa kishkayhtamihk	wee-TUM-a-CAKE cake-WHY kah kish-KAY-tuh-MICK
<i>Assessment ("How it will be measured")</i>	taanishi aen tipahamihk	taan-SHIH ay tip-AH-ha-MICK
<i>Time</i>	li taan	lih TAH
<i>Curriculum Outcomes ("what should happen")</i>	kaykwy chi kii ishpayihk	cake-WHY chih KEY ish-pah-YICK
<i>I Can Statement ("I can do it")</i>	Gashkihtaan	Gahsh-kih-TAHN
<i>Materials Needed ("Things needed to do this")</i>	lii zafayr poor chi ooshitaahk ooma	lee za-FAIR pohr chih oh-sh-TAHCK oh-MA
<i>Focus Questions ("primary questions")</i>	niikaan lii kesyoon	knee-KAHN lee kess-YONE
<i>Lesson Description ("How to do it")</i>	taanishi aen ishi ooshihtaahk	taan-SHIH ay ishih oh-sh-TAHCK

*Capital letters indicate stressed syllables