



National Indigenous Peoples Day Celebrating Métis Culture



Aen shinihkatayk

Title:

Celebrating Métis Culture on National Indigenous Peoples Day

Wiihtamakayhk kaykwy kaa kishkayhtamihk

Explaining what is being learned/overview:

Students will learn about National Indigenous Peoples Day as a time to recognize and celebrate First Nations, Inuit, and Métis peoples in Canada. The lesson focuses on Métis culture through symbols and art, specifically flower beadwork. Students will explore how Métis culture is living and important today while creating a Métis-inspired floral beadwork dot art piece.

Kaykwy chi kii ishpayihk

Curriculum Connections:

IN 3.2.....

Analyze the cultures and traditions in communities studied.

CH 3.2.....

Demonstrate an awareness of traditional and evolving arts expressions of Saskatchewan First Nations and Métis in own communities or regions.

Gashkihtaan

I can statements:

- I can explain what National Indigenous Peoples Day is, and why it is important.
- I can create art inspired by Métis beadwork.

Niikaan lii kesyoon

Focus question:

- What is National Indigenous Peoples Day?
- Why is it important to celebrate Indigenous peoples?
- What makes Métis culture unique?

L'aanii d'ikol

Year of school/grade:

Three

Kaykwy kaa kishkayhtamihk

What is being learned/subject:

Social Studies and Art

Li taan

Time:

60-90 mins (1-2 classes)

Lii zafayr poor chi ooshitaahk

ooma

Things needed to do this/
materials needed.

- Appendices
- Screen to display images
- Black cardstock
- White pencil crayon, crayon, or chalk
- Scissors
- Paint & Q-Tips (bright colours; red, yellow, blue, green, white) OR markers
- Paper plates or trays for paint
- Pencils and erasers
- Chart paper or whiteboard

Taanishi aen tipahamihk

Assessment:

See rubric in Appendix 4



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Lesson Description

taanishi aen ishi ooshihtaahk:

Prior Knowledge

Open with the lesson title 'Celebrating Métis Culture on National Indigenous Peoples Day' on the whiteboard.

Ask:

- Ask students why they think it would be important to learn and celebrate on this day.

Explain:

- "National Indigenous Peoples Day is a day to recognize and celebrate First Nations, Inuit, and Métis peoples, because their cultures are important, and they are still here today."

Discuss:

- Why is it important to celebrate culture? What days of the year do we celebrate culture? Give examples.

Discuss:

- On whiteboard write: 'Clues / What we Notice – Métis Culture' and display images in **appendix 2**.
- Make notes and guide discussion writing under 'Clues / What we Notice' on the whiteboard. Guide discussion about culture, traditions, and the importance of those.

Guiding Questions:

- What do these images tell us about what is important to Métis people?
- Make notes and guide discussion writing under 'Clues / What we Notice' on the whiteboard. Guide discussion about culture, traditions, and the importance of those.
- What kinds of traditions or activities do you notice in these images?
- Why do people keep practicing these traditions over time?
- How do these traditions help people remember who they are?
- What might happen if these traditions were not passed on to the next generation?

Explain:

- Today, we are honoring National Indigenous Peoples Day, by learning, celebrating, and connecting to Métis Culture and people who are Indigenous peoples in Canada.

Flower Beadwork People (10 min)

Explain: Métis people are often referred to as the "Flower Beadwork People" because of their detailed beadwork designs that feature flowers and nature. These designs show a strong connection to the land and are an important part of Métis culture and identity.

- Show example in **appendix 3**.



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Métis Beadwork Activity (30-40 min)

Explain: Today we are going to create art inspired by Métis beadwork, using dots to represent beads. This is one way Métis people express their culture and connection to nature, and it is still practiced today.

Demonstrate and/or Write on Board:

Métis Beadwork Dot Art Steps

1. Cut out your flower template (provided in **appendix 4**)
2. Trace the flower onto black cardstock (use white pencil or crayon)
3. Cut out your black cardstock flower
4. Dot your design using markers or paint + Q-tips
5. Fill the whole flower with colourful dot patterns that resemble beads

Teaching Points to Reinforce Learning (while they work):

- These dots represent beads used in Métis beadwork
- Métis beadwork often shows flowers and nature
- Each Flower also represents the family or community you come from so think of them as you paint, and as you choose colours.
- Each design is unique, just like each artist
- This is inspired by Métis beadwork a form of art that is still made today.
- Today we are celebrating Métis culture as part of National Indigenous Peoples Day. Art is one way people celebrate and share their culture.



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Appendix 1: Métis Symbols and Images





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Appendix 2: Beadwork Images

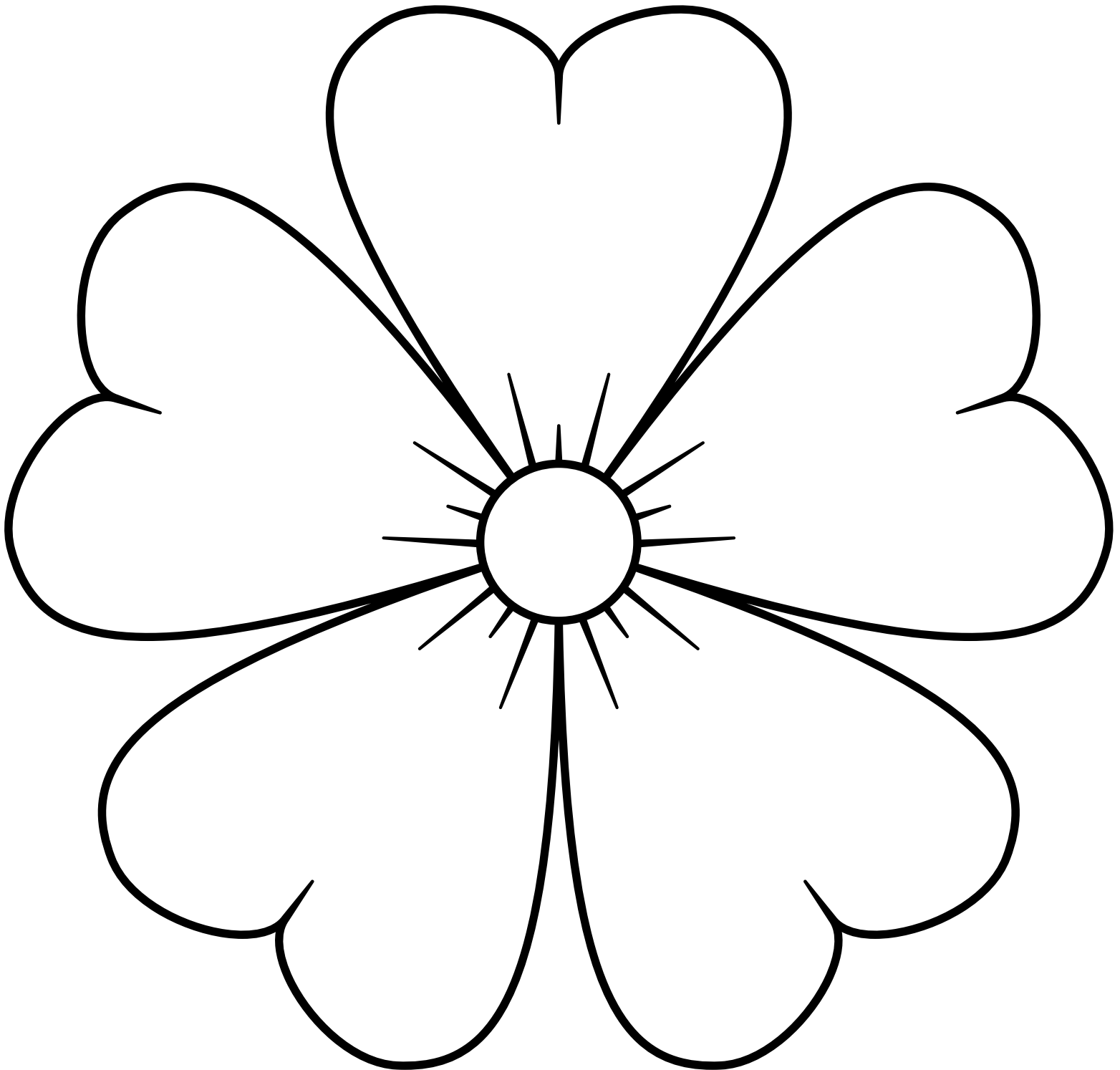




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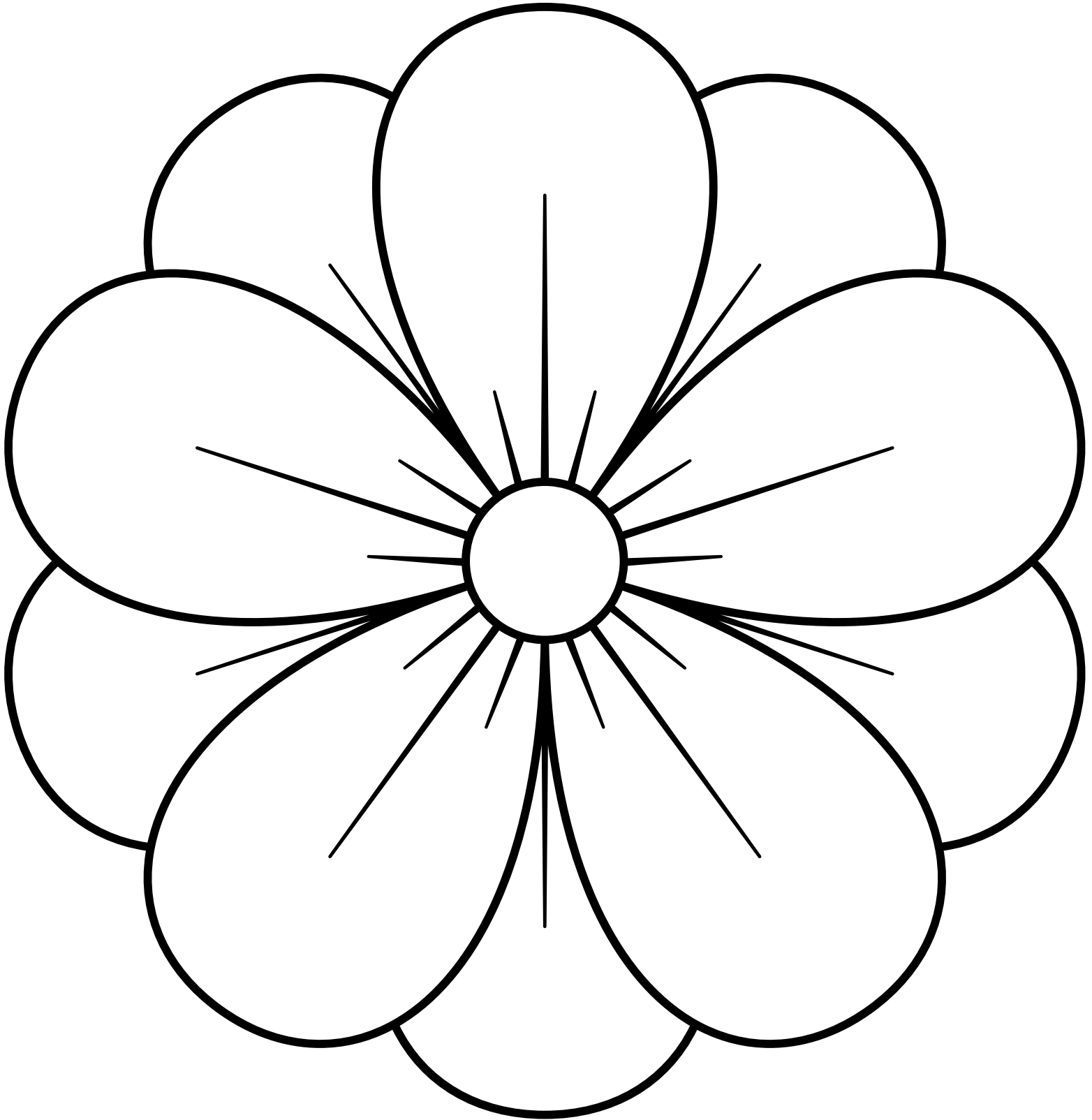
Appendix 3: Flower Templates





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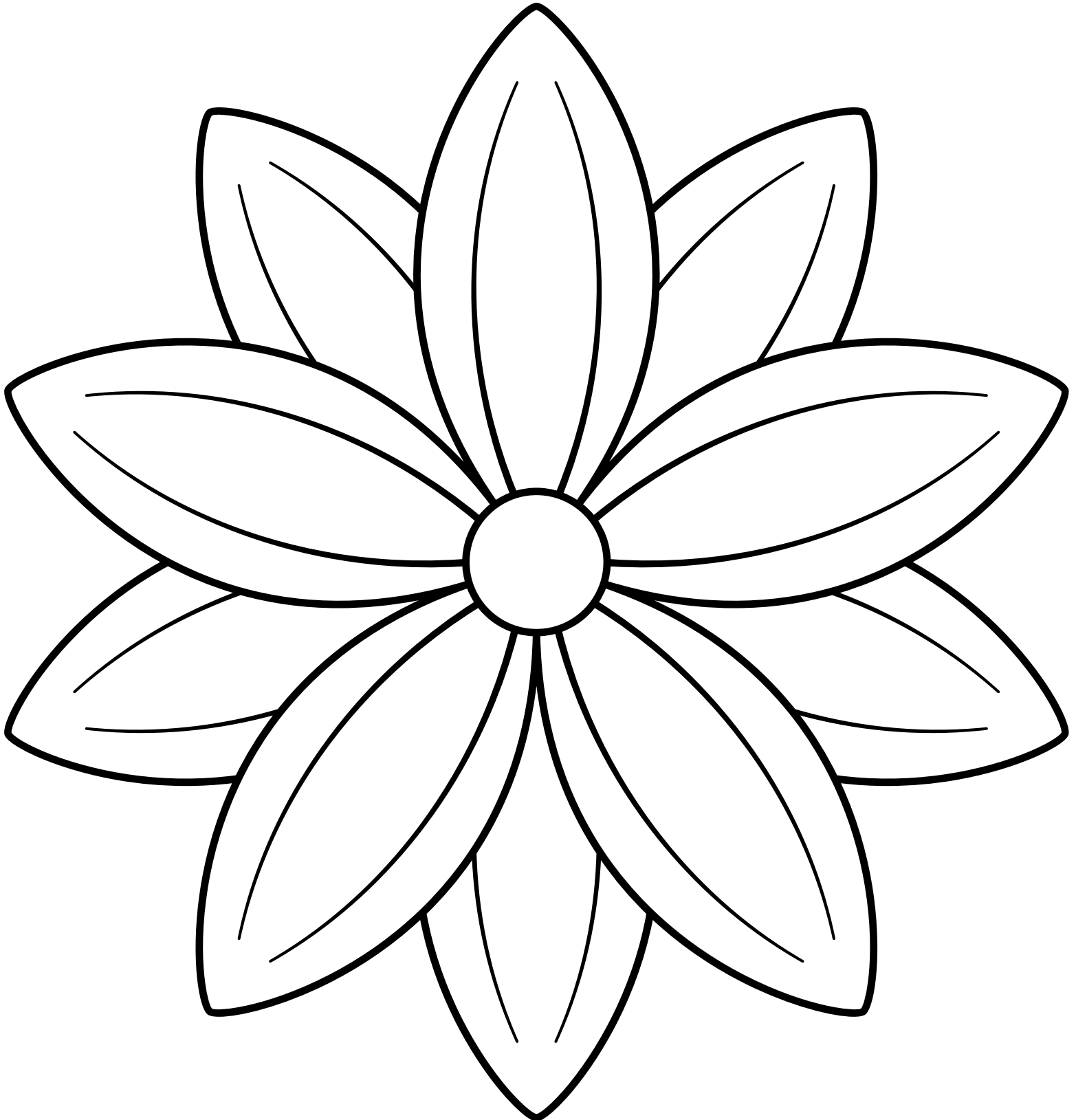
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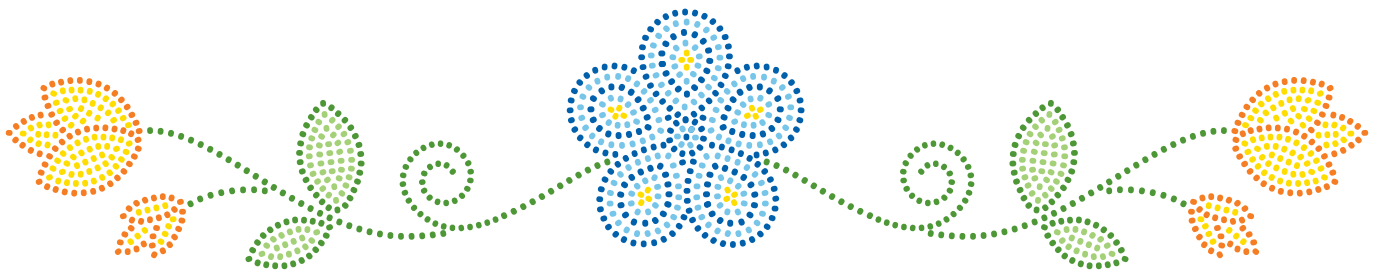
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Appendix 4: Rubric for Assessment

	Exceeding	Meeting	Working Towards	Needs Improvement
Understanding of NIPD	Clearly explains purpose and importance	Explains basic idea	Partial understanding	Limited understanding
Understanding of Métis Culture	Strong understanding with examples	Identifies key elements	Partial understanding	Limited understanding
Art Activity	Creative, detailed, and complete	Complete and clear	Partially complete	Incomplete

Feedback: _____





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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