



# National Indigenous Peoples Day Honouring Métis Art Forms



## Aen shinihkatayk

### Title:

Honouring Métis Art Forms

## Wiihtamakayhk kaykwy kaa kishkayhtamihk

### Explaining what is being learned/overview:

Students will research a notable Métis person who has made artistic contributions to their community and will compile and present their research in a mock interview format.

## Kaykwy chi kii ishpayihk

### Curriculum Connections:

#### CR 20.4

Read and demonstrate comprehension and appreciation of grade appropriate informational and literary First Nations, Métis, Saskatchewan, Canadian, and international texts.

(a) Read, interpret, and summarize grade-appropriate literary and informational texts that address identity, social responsibility, and social action (agency) by First Nations, Métis, Saskatchewan, Canadian, and international authors from various cultural communities.

(f) Read and demonstrate an understanding of the main ideas, events, or themes of a variety of increasingly complex literary and informational First Nations, Métis, Saskatchewan, Canadian, and international texts (including stories, novels, essays, scripts, poetry, research, procedures, websites, blogs, email, message boards); identify and assess the author's purpose, ideas, point of view, tone, techniques, and overall theme or message.

#### CC 20.3

Speak to present ideas and information appropriately in informal (including discussions and collaborative work) and formal (including an interview, a dramatic reading, and introducing and thanking a speaker) situations.

(d) Prepare and present oral presentations.

(e) Prepare and present an interview (real or imagined) with an important person from history (First Nations, Métis, Saskatchewan, Canadian, or international).

## L'aanii d'ikol

Year of school/grade:

Eleven

## Ispray kaa piikishkwatamihk

Topic:

Métis Art Forms

## Kaykwy kaa kishkayhtamihk

What is being learned/subject:

English Language Arts 20

## Li taan

Time:

Two 60 Minute Lessons

## Gashkihtaan

### I can statements:

- I can research to understand the lasting impacts of Metis artforms in community.
- I can organize my research into a mock interview format.
- I can present my findings in a clear and engaging way.

## Niikaan lii kesyoon

### Focus question:

- How can art shape how people understand Metis identity?
- How do Metis artists keep culture alive today?

## Taanishi aen tipahamihk

Assessment:

Appendix 2



# National Indigenous Peoples Day

## Honouring Métis Art Forms



### Lesson Description

taanishi aen ishi ooshihtaahk:

### Class 1

Motivational Set: 10 Minutes

1. Put this quote on the board

*“My people will sleep for one hundred years, but when they awake, it will be the artists who give them their spirit back”*

– Louis Riel

2. Ask students to discuss in pairs what they think this quote means (2 minutes).

3. Group/Classroom Discussion: Have willing groups share their thoughts out loud.

4. Ask students if they have heard of National Indigenous Peoples Day? When is it? What is the purpose? Take student responses, and explain the following:

- National Indigenous Peoples Day is June 21st
- It is a time to celebrate Indigenous cultures, highlighting traditions, recognizing contributions, and promoting learning and awareness.
- In Canada Indigenous is an umbrella term for three separate groups, First Nations, Métis, and Inuit.

**Fun fact** - It is celebrated on June 21st because it's the longest day of the year, and therefore culturally significant for celebrations.

### Main Procedures: 50 Minutes

To honor National Indigenous Peoples Day, we are going to highlight Métis traditional practices, recognize contributions from notable Métis people, and learn about Métis culture, through the eyes of artists.

1. Your task is to complete an interview of a notable Métis person, for their artistic contributions. Some examples of artforms are:

- Traditional (beading, painting, sewing)
- Musical (fiddling)
- Dance (jigging)
- Authors
- Language speakers, teachers, and knowledge keepers

**\*Teacher Note:** Explain that while they won't be interviewing face to face, students will use research to create responses to the interview questions and present their research as though it was an interview (example: when asked \_\_\_\_, my interviewee said \_\_\_\_).

2. After, you will compile your work into a 5 minute digital presentation (power point/ google slides). Your mark will be based on:

### Research Portion:

- Questions are meaningful
- Questions connect to the topic
- Questions include terms that reflect the art form and creator context

Lii zafayr poor chi ooshitaahk  
ooma

Things needed to do this/  
materials needed.

- Appendices
- Technology to conduct research



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### 3. Presentation Portion:

- Presentation is centered on a prominent Métis artist or person whose cultural identity is Métis.
- Presentation includes title page, all question/answer components, visuals
- Presentation template connect to the research topic visually
- Presentation spelling, grammar and formatting is correct
- Hand out research sheets, and let students work.

**\*Teacher Note:** This is designed as an individual assignment, but can be adapted to suit the needs of your students.

## Class 2

### Motivational Set: 15 Minutes

- Have students spend the first 15 minutes preparing for their presentations.

### Main Procedures: 40 Minutes

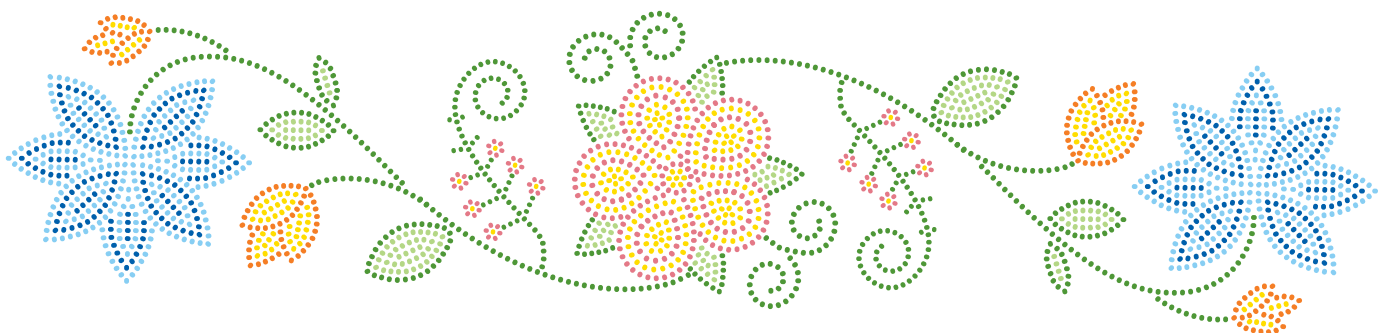
- Presentations!

### Closing: 5 Minutes

- Collect student research sheets.
- Put the Louis Riel quote back on the board. Set a 60 second timer, have students respond to this quote again, after completing the presentations.

### Ask students: In what ways has your understanding of this quote developed?

- Collect exit slips.







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2. Connections to Métis Identity & Culture (when writing this question, think about direct connections between the artform, and culture).

**Questions:**

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**Responses:**

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3. Inspirations and Influences

**Questions:**

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**Responses:**

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## Appendix 2: Rubric for Assessment

	<b>Developing</b>	<b>Approaching</b>	<b>Meeting</b>	<b>Excelling</b>
<b>Understanding of Artist &amp; Ideas</b> (CR 20.4 a,f)	Shows limited understanding of the artist; ideas are unclear or inaccurate	Shows some understanding; may miss the key idea or themes	Shows clear understanding of main ideas, themes, and message	Shows deep understanding; insightful interpretation of themes, purpose, and message
<b>Connection to Metis Identity &amp; Culture</b> (CR. 20.4 a)	Minimal or unclear connection to Metis identity	Some connections may be general or underdeveloped	Clear and accurate connection to Metis identity and culture	Strong, insightful connections showing depth and cultural understanding
<b>Analysis of Message &amp; Purpose</b> (CR 20.4 f)	Limited analysis; mostly descriptive	Some analysis but lacks depth	Explains artist's purpose and message clearly	Thoughtful, critical analysis of purpose, message, and impact
<b>Quality of Interview Questions &amp; Responses</b> (CR 20.4 a,f)	Questions are simple or unclear; responses lack detail	Questions show some thought; responses somewhat developed	Questions are relevant and thoughtful; responses are detailed and accurate	Questions are insightful and engaging; responses are rich, detailed, and authentic
<b>Organization &amp; Clarity of Presentation</b> (CC 20.3 d)	Presentation is unclear or disorganized	Some organization; ideas may be hard to follow at times	Well-organized with clear introduction, middle, and conclusion	Highly organized; flows smoothly and enhances understanding
<b>Delivery &amp; Engagement</b> (CC 20.3 e)	Difficult to hear or follow; limited effort	Some creative elements	Clear, confident speaking; appropriate tone, uses visuals to engage	Visually engaging, expressive delivery; memorable presentation



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## Appendix 3: Heritage Michif Pronunciation Guide

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

\*Capital letters indicate stressed syllables