Rock Your Mocs
Métis Pride



Aen shinihkatayk
Title:

Rock Your Mocs with Métis Pride

Wiihtamakayhk kaykwy kaa kishkayhtamihk
Explaining what is being learned/overview:

- Learn what "Rock Your Mocs Week" is and why moccasins are important to many Indigenous Peoples.
- Learn about Métis moccasins and beadwork, including floral designs, five-petal flowers, mouse tracks, embroidery, and tufting.
- Explore examples of Métis artwork using the "Rock Your Mocs with Métis Pride!" PowerPoint.
- Learn how Métis artists use colours, flowers, plants, and other designs to decorate moccasins and other traditional items.
- Design their own pair of moccasins using colours, flowers, plants, and/or symbols that represent themselves, their families, or their communities.
- Share and display their completed designs during "Rock Your Mocs Week".

Kaykwy chi kii ishpayihk
Curriculum Connections:

IN2.2

Create a representation of the diversity of cultural groups in the local community.

CR2.1

Comprehend and respond to a variety of grade-level texts that address identity, community, and social responsibility.

CC2.2

Demonstrates a variety of methods to represent understanding and communicate ideas, procedures, stories, and feelings.

CH2.1

Identify key features of arts and cultural traditions in their own community.

L'aanii d'ikol
Year of school/grade:

Grade 2

Kaykwy kaa kishkayhtamihk
What is being learned/subject:

Social Studies, Arts Education, ELA

Li taan
Time:

90 minutes

Gashkihtaan
I can statements:

- I can learn about why moccasins are important to Indigenous Peoples.
- I can identify features of Métis moccasins and beadwork, such as flowers, plants, colours, and patterns.
- I can create a moccasin design that represents me, my family, or my community.
- I can share what my moccasin design means to me.



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Taanishi aen ishi ooshihtaahk:

Lesson Description:

Introduction: What is "Rock Your mocs Week?" (20 mins)

- Open the “Rock Your Mocs with Métis Pride!” PowerPoint and work through the slides with students.
- Use the teacher notes provided with each slide to guide discussion and encourage students to share their observations and ideas.
- Introduce “Rock Your Mocs Week” and discuss why moccasins are important to many Indigenous Peoples.
- Explore examples of Métis moccasins and discuss features students may notice, such as flowers, leaves, vines, colourful beads, leather, and symmetry.
- Introduce Métis floral beadwork, including the five-petal flower and mouse tracks, as well as embroidery and tufting.

Read Aloud: *Charlotte's New Moccasins* (20 mins)

- On **Slide 12**, students are introduced to the recommended read aloud, *Charlotte's New Moccasins* by Jenn Moudahi.
- Read the story either before the art activity or as a follow-up to the PowerPoint.
- Prior to reading, encourage students to think about the time, care, and skill that go into making a pair of moccasins.
- After reading, use the teacher notes to discuss the process of making moccasins and how moccasins can hold stories, memories, and meaning.

Art Activity: Design Your Own Pair of Moccasins (40 mins)

- Introduce the art activity on **Slide 13** and provide each student with the moccasin template included in the lesson plan.
- Explain that students will create a pair of moccasins inspired by the Métis artwork and beadwork they have explored.

Encourage students to think about:

1. What represents you?
2. What colours tell your story?
3. What flowers or plants inspire you?
4. What symbols remind you of your family or community?

- Encourage students to consider balance and symmetry when creating their designs.
- Students may use flowers, plants, colours, patterns, or other meaningful symbols in their designs.
- Have students write a short description explaining the meaning behind their design choices.

Lii zafayr poor chi ooshitaahk ooma

Things needed to do this/ materials needed:

- "Rock Your Mocs with Métis Pride!" PowerPoint
- Black Line Master moccasin template (print one template per student)
- Pencils and erasers
- Pencil crayons, crayons, or markers
- Optional: Construction paper, scissors, and glue
- Optional: Bulletin board materials
- Recommended read-aloud: *Charlotte's New Moccasins* by Jenn Moudahi

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Share and Display (10 mins)

Teacher Instructions — Before the activity:

- Invite students to share their completed moccasin designs with the class or with a partner.
- **Ask:** "What does your moccasin design tell us about you?"
- Encourage students to identify one or two symbols, colours, flowers, or other elements they included and explain their meaning.
- Remind students to listen respectfully as classmates share their ideas and stories.
- Create a classroom bulletin board titled *"Rock Your Mocs with Métis Pride!"*
- Display the completed moccasin designs together during "Rock Your Mocs Week" as a celebration of students' creativity and learning, while honouring the creativity and skill of Métis artists.

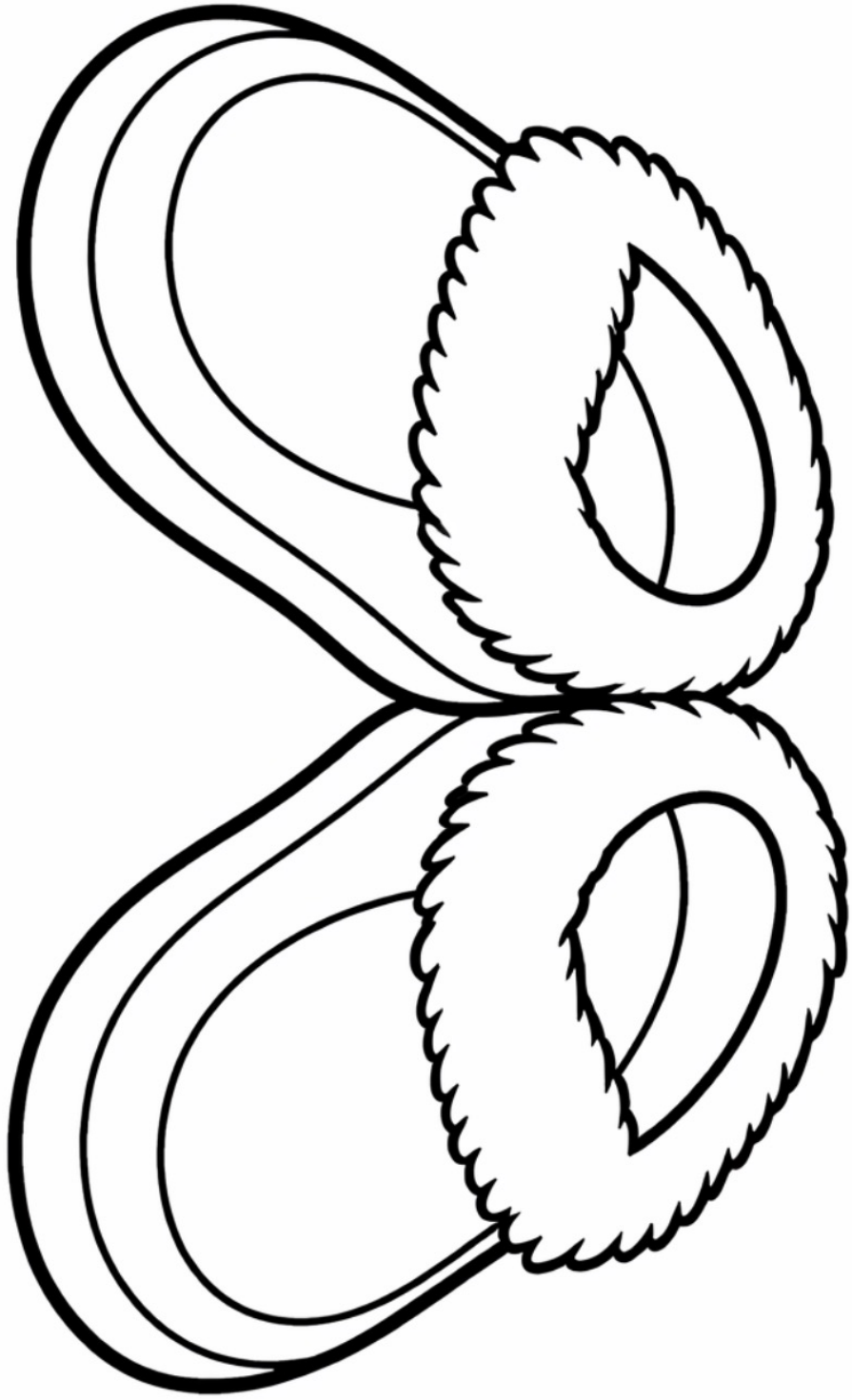
Taanishi aen tipahamihk

Assessment:

Knowledge & Understanding	Creating	Sharing
• Explain what "Rock Your Mocs Week" is and why moccasins are important. • Identify Métis beadwork, including floral designs and nature-inspired patterns. • Recognize that Métis artists use different styles, colours, and designs.	• Create a moccasin design inspired by Métis artwork. • Choose colours, flowers, plants, or symbols that have personal meaning. • Explain the meaning behind their design choices.	• Share their design and explain their ideas. • Listen respectfully to the ideas and stories of others.



Appendix 1: BLM Moccasin Template





Appendix 2: Heritage Michif Pronunciation Guide

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

*Capital letters indicate stressed syllables