

Grade 8 – Investigating Historical Significance: A Métis Timeline

Social Studies, Grades 1-6; History and Geography, Grades 7-8 (2013) Grade 8, History: Canada, 1890 – 1914: A Changing Society

Overview of Module

Students will explore a timeline from the 1600s to present day to interpret the historical significance of major events in Métis history. Students will perform additional research to develop a deeper understanding of specific events in order to examine various perspectives as well as the significance of the event from a historical and contemporary viewpoint. Through a reflective discussion, the teacher will facilitate the sharing of students' conclusions about some of the significant events that affected – and still affect – the people of Métis Nation.

Connections to Curriculum

The curriculum expectations addressed in this teaching and learning example (TLE) are identified within the TLE plan and can also be found in the Ontario Curriculum: Social Studies, Grades 1-6; History and Geography, Grades 7-8 (2013), Grade 8, History: Canada, 1890 – 1914: A Changing Society.

Opportunities for Cross-curricular Connections

Media: Exploring how society uses forms of media to share and communicate experiences (poetry, visual arts, film).

Geography: Exploring the geographic location and regions of the Métis peoples, past and present.

Considerations for Planning

- Teachers may choose to begin the lesson with a short introductory task: “What are the traditional harvesting territories of the Métis nation?” as a way to help students gain a better understanding of [traditional territories of the Métis](#). In 2004, a map was jointly prepared by the Métis Nation of Ontario and the Ministry of Natural Resources
<<http://www.metisnation.org/harvesting/harvesting-map>>
- Students use the components of the historical inquiry process to investigate, and to communicate their findings about, significant events, developments, and issues. By applying

the inquiry process, students develop skills that they need in order to think critically, solve problems, make informed judgements, and communicate ideas.

- The historical inquiry process consists of five components: formulating questions, gathering and organizing information, evidence, and/or data, interpreting and analysing information, evidence, and/or data, evaluating information, evidence, and/or data and drawing conclusions, communicating findings.
- It is important for teachers to understand that the inquiry process is not necessarily implemented in a linear fashion. Not all investigations will involve all five components; moreover, there are different entry points within the process.
- An alternative approach to this module is presented at the end of the TLE.

Connections to First Nations, Métis and Inuit Peoples and Perspectives Curriculum Connections

The Métis Nation was formed as a result of European settlers who developed familial relations with Aboriginal peoples during the height of the North American fur trade. The term Métis comes from the French word, “Mestis” meaning “of mixed race.” Métis children, being of mixed ancestry, embraced and adopted a combination of differing worldviews, customs, language and traditions from their parents. Over time a distinct Métis culture emerged. The development of Canada both impacted the Métis, and the Métis impacted the development of Canada.

Cultural Implications: Canada is a diverse nation. Groups influence each other and the development of the country as a whole. One way we can better explore the conditions in our current lives, is to explore events from the past. When we are exploring how events from the past caused or influenced present day conditions we are using the Historical Thinking Concept (Cause and Consequence).

Some guiding questions to explore Cause and Consequence:

- What lead to (caused) the development of the Métis nation?
- Why is it important to acknowledge the struggles and accomplishments of the Métis Nation?
What would the consequences be if we did not?
- What makes the Métis Nation unique to Canada?

| Curriculum Overall Expectations | Curriculum Specific Expectations |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Grade 8 History: Canada, 1800–1850: Conflict and Challenges</p> <p>B1. Application: analyse key similarities and differences between Canada in 1890–1914 and in the present day, with reference to the experiences of and major challenges facing different groups and/or individuals, and to some of the actions Canadians have taken to improve their lives</p> <p>B1.3 analyse actions taken by various groups and/or individuals in Canada between 1890 and 1914 to improve their lives, and compare these actions to those taken by similar groups today</p> <p>B3. Understanding Historical Context: describe various significant events, developments, and people in Canada between 1890 and 1914, and explain their impact</p> <p>B3.1 identify factors leading to some key events or developments that occurred in and/or affected Canada between 1890 and 1914, and explain the historical significance of some of these events for different individuals, groups, and/or communities</p> <p>B3.5 identify a variety of significant individuals and groups in Canada during this period, and explain their contributions to Canadian heritage and/or identity</p> | <p>We are learning to:</p> <ul style="list-style-type: none"> analyse key events in the history of the Métis Nation in Canada and describe how these events are historically significant. examine how the Métis nation took action in the past and present to improve their lives. <p>Sample Success Criteria</p> <p>I will know I am successful when I can:</p> <ul style="list-style-type: none"> use the historical significance criteria to identify a historically significant event show the links between past actions and present conditions for Métis people . |

Getting Started

Learner Readiness

Students should have:

- some background information on the Métis Nation
- some background information on the concept of 'identity' and its various attributes (e.g., language, beliefs, values, culture)
- some strategies for organizing information to suit a specific purpose

Terminology:

- Métis
- resistance
- backlash
- self-identity
- land grants
- settlement
- nation
- Supreme Court
- self-government
- Constitution
- distinct
- Michif (language spoken by the Métis Nation)

Materials

- [Métis timeline](http://www.metisnation.org/culture--heritage/metis-timeline) <<http://www.metisnation.org/culture--heritage/metis-timeline>>
- Websites on the Métis: [Métis Nation of Ontario](http://www.metisnation.org) -<<http://www.metisnation.org>> and The Virtual [Museums of the Métis History and Culture](http://metismuseum.ca) - <<http://metismuseum.ca>> to develop further understanding of Métis peoples of Canada
- "Metis Education Kit" available from The Métis Nation of Ontario (for posters and other visuals that accompany the Métis timeline)
- student access to the Internet where the timeline can be accessed
- chart paper and markers

Relevant Background

- A Métis Timeline

| Minds On | Connections |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Whole Class: ‘What makes an event significant?’</p> <p>The teacher writes the question What makes an event significant? on the board and then asks the class to discuss their ideas with an elbow partner.</p> <p>Define the term ‘significant’ with the class and then post the definition on a word wall or the backboard for reference throughout the learning activities.</p> <p>Ask students to identify two or three significant events in their own lives. Students can compare and discuss the events they selected with a partner or in a group.</p> <p>Debrief with the class, asking How did you decide which events were significant? As you listen, co-construct a list of criteria for significance.</p> <p>Then explain that historians use the concept of historical significance to examine important events in the past. Explain that “history” is different from “the past.” The past is everything that has ever happened to everyone around the world. History, on the other hand, is a selection of events and stories we choose to tell from all the events and stories of the past. When determining “historical significance historians use the following criteria:</p> <ul style="list-style-type: none"> • The event, person, or development impacted a large number of people. • The event, person, or development had a lasting impact. • The event, person, or development is still relevant to us today. (Is something that we can still learn from?) <p>Post the historical significance criteria in your room as an anchor chart for students.</p> | <p>(Assessment of, as and for Learning; Tips; Differentiation)</p> <p>Learning Goals</p> <p>We are learning to analyse key events in the history of the Métis Nation in Canada and describe how these events are historically significant.</p> <p>We are learning to apply the concept of Historical Significance to the events and developments of the Métis Nation.</p> <p>Tips</p> <p>Teacher should be prepared to address any stereotypes and controversial or insensitive dialogue during this activity.</p> <p>“Significant events” are not always events of the past; contemporary references are also applicable.</p> |

| Action! | Connections |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Partners/Small Groups – Investigating the Métis Timeline</p> <p>Using the criteria for historical significance from the Minds On activity students will analyse key events in the history of the Métis Nation in Canada.</p> <p>Groups will investigate the timeline available on the Métis Nation of Ontario's website, <www.metisnation.org> Students will review the 34 timeline events and choose five that they believe to be historically significant based on the criteria discussed during the Minds On portion of the TLE.</p> <p>Each group may perform additional research to develop a better understanding of the events they have selected in order to argue for their significance.</p> <p>Each group will use a graphic organizer (on chart paper) supplied by the teacher that includes their chosen events, a brief summary of each event, and detailed explanation as to why they feel each is historically significant to the Métis Nation and/or Canada.</p> | <p>A for L: Observe whether students are able to apply criteria to a variety of contexts during group discussion. Teacher should take note of students who are struggling and those who are not.</p> <p>Provide students with immediate feedback during observations</p> |

| Consolidation | Connections |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Whole class – Presentations of Significant Events</p> <p>Each group will choose one event out of their five to present to the class. Students will explain how that event impacted the lives of Métis peoples and/or Canadians, in the past and present. Students may need to be reminded that their explanations must link to the historical</p> | <p>Tips</p> <p>Teachers may choose to lead this discussion as a debate between groups or simply as a whole class discussion.</p> <p>A of L: Students can be evaluated on their “defence” of the historically significant event they selected and its adherence to the historical</p> |

| Consolidation | Connections |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| <p>significance criteria developed earlier in the Minds On.</p> <p>Teachers may elect to show Métis Identity Through the Generations. This excellent short video demonstrates how a young generation of Métis are reclaiming their identity. It addresses many of the events and issues that students would have uncovered in their own explorations: the role of Louis Riel, the importance of language to culture, residential schools, the unique role the Métis played in the development of Canada</p> <p><http://www.cbc.ca/8thfire/2011/12/m-tis-identity-through-the-generations.html></p> <p>Once all groups have presented, the teacher can lead the class in a group discussion of one or more of the following questions:</p> <ul style="list-style-type: none"> • What lead to (caused) the development of the Métis nation? • Why is it important to acknowledge the struggles and accomplishments of the Métis Nation? What would the consequences be if we did not? • What makes the Métis Nation unique to Canada? <p>Alternative Approach to TLE</p> <p>Alternatively, this TLE’s Action portion could be assigned as an independent task. Since there are a great number of timeline events, the teacher could assign each student an event to develop further knowledge and understanding around. The student could be asked to determine the historical significance of their particular event to the Métis Nation and/or Canada. The students could display and share their findings and arguments using an appropriate strategy as</p> | <p>significance criteria.</p> |

| Consolidation | Connections |
|-----------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| decided by the teacher. During the Consolidation , students could defend their event using the historical significance criteria. | |

Related Websites/Resources

[Metis Museum in Southampton](http://www.saugeenmetis.com) - <<http://www.saugeenmetis.com>>