**Indian and Métis History and Culture**

***Local History Teaching Aids Project I.1-5.***

**Introduction to the Local History Teaching Aids (LHTA) Materials**

The Local History Teaching Aids (LHTA) materials provide a comprehensive, critical, and easily-accessible resource for presenting the history of our area in the classroom. This package of free resources from the Red River North Heritage (RRNH) website (redrivernorthheritage.com) offers teachers multiple layers of material that can be adapted to meet the needs of individual class settings.

The LHTA cover five subject areas: Indian and Metis culture; Eastern European immigration; early industries; river and lake history; and local institutions (churches, schools, government, etc.). Each unit contains one or more complete lessons that present the theme as it manifested in the Red River North area (Selkirk, St. Andrews, and St. Clements). Opportunities arise for both content examination and critical thinking about sources and other areas.

The foundation of each lesson is a lesson outline which includes lists of materials and goals, a lesson initiator, an outline of content, review questions, optional learning activities, and a list of key terms for reference, quizzing, or review. For the teacher's reference, a separate text file gives the instructor the information necessary to teach the lesson. This file has been based primarily on materials available on the RRNH website, but includes other accessible resources online and in library. The third part of each lesson's resources is the PowerPoint presentation that adds that visual component that is so helpful to learning and memory. Of course, content from each of these three parts can be easily extracted to fit time constraints. The best way to do this is with reference to the natural breaks evident from the lesson outline.

**Advantages of the Local History Teaching Aids**

* Flexibility - can be used in part or in whole to fit teacher's needs and time
* Accessibility - all necessary material in one place for ease of use
* Clarity - learning goals stated for each lesson
* Thoroughness - background information, outline for application, and aids for visualization
* Key points - central people, events, and themes made clear for teaching, memory, and quizzing

***Visit   
Red River North Heritage (redrivernorthheritage.com)   
for your   
one-stop guide to local history!***

**I. Continental Upheaval, the Ice Age, and the Arrival of People**

**Materials and Resources**

* Visuals: PowerPoint
* Sources: LHTA I.1. text resource from Red River North Heritage website (redrivernorthheritage.com)
* Videos: "Site 17 - Lake Agassiz" (https://www.youtube.com/watch?v=rrfbMsnsMa0&t=9s),  
  "Site 20 - Where the Fishing was Great" (https://www.youtube.com/watch?v=GHNNwpYLryU).

**Learning Goals**

1. Students will be able to identify three local landforms created by the ice age.
2. Students will recognize the names of the four Lockport cultures and be able to explain a trait of each.
3. Students will be able to critically assess the difficulties with source material for the periods before written history.

**Lesson**

1. Quick Initiator: PP - Flat Manitoba does not seem interesting - but why is it so flat? We'll find out. [PP Slide]
2. Setting the State: Before the Recorded History in Our Area
   1. Continental Upheaval [PP Slide]
      1. Rodinia to Pangaea to Laurentia
      2. Laurentian Craton and the Canadian Shield
      3. Fossils
   2. Thinking Critically about Sources
      1. Destructiveness and lack of sources
      2. Competing models, but seems at least Rodinia, Pangaea, and Laurentia existed
3. The Ice Age [PP Slide]
   1. The Concept [PP Slide]
      1. Ice in northern latitudes (like Manitoba), precipitation in southern
      2. Thinking Critically about Sources [PP Slide]
         1. Changing models
         2. Causation
   2. Lake Agassiz and Manitoba Geography [PP Slide]
      1. Origin as glacial lake
      2. Fluctuation in size and drainage [PP Slide]
   3. Local Ice Age Landforms [PP Slide]
      1. Belair Morain [PP Slide]
      2. Lake Winnipeg [PP Slide]
      3. Red River
      4. Prairie flatness [answering lesson initiator] [PP Slide]
4. Early Peoples Arrive
   1. Thinking Critically about Archaeological Dating [PP Slide]
      1. Relative dating - Stratigraphy and disturbance, typology and context   
         [PP Slide]
      2. Absolute dating - Radiocarbon and dendrochronology, weaknesses  
         [PP Slide]
      3. Our current understanding sees four or five main periods of human habitation pre-contact
   2. Pre-Contact Cultures
      1. Larter Culture (1000-200 B.C.) and bison. [PP Slide]
      2. Laurel Culture (200 B.C. - A.D. 1000) and fishing and mounds.
      3. Dakota Culture (A.D. 1000-1300) and horticulture [PP Slide]
      4. Selkirk Culture (800-1750) and Cree, and Blackduck Culture.

**Review**

1. What do we call the first continent? [Rodinia]
2. The Canadian Shield is part of the \_\_\_\_\_\_ Craton? [Laurentian]
3. What lake formed in Manitoba as the ice age receded? [Lake Agassiz]
4. Name two local landforms created by the ice age. [Belair Morain, Lake Winnipeg, Red River, prairie flatness]
5. Name one of the local pre-contact cultures and give a fact about it. [See IV.B.1-4.]

**Student Assignments or Learning Activities**

* Have students brainstorm ways they see winter effecting our landscape today. [Possible answers might include: ice jams and floods, debris carried by river ice, piles of snow and road sand leaving a mess, potholes, etc.]

**Key Terms**

* Rodinia
* Pangaea
* Cratons
* Laurentia
* Canadian Shield
* Ice Age
* Glacial striations
* Lake Agassiz
* Belair Moraine
* Lake Winnipeg
* Red River
* Flat Prairies
* Larter Culture and bison
* Laurel Culture and burial mounds
* Dakota Culture and horticulture
* Selkirk Culture and the Cree
* Blackduck Culture

**II. The Fur Trade and Colonial Era**

**Materials and Resources**

* Visuals: PowerPoint
* Sources: LHTA I.2. text resource from Red River North Heritage website (redrivernorthheritage.com)
* Videos: "Site 3 - St. Peter's Dynevor Church" (https://redrivernorthheritage.com/historic-sites-activities/experiential-geocache/site-3-st-peters-dynevor-church/).

**Learning Goals**

1. Students will be able to identify the significance of each of the main tribes to inhabit our area
2. Students will be able to identify the significance of Chief Peguis to the Selkirk Settlement
3. Students will be able to give examples to illustrate the success of the St. Peter's farming village

**Lesson**

1. Quick Initiator:   
   "Colin Inkster, a Manitoba politician, writing in 1909 remembered [him] as “short in stature, with a strong, well-knit frame, and the voice of an orator.” He was “clad in a cotton shirt, breech clout, red cloth leggings and over all a blanket wrapped loosely about him, his hair hung in two long plaits studded with brass ornaments, his breast decorated with medals.” One of the latter was a medal presented to him by Lord Selkirk as a confirmation of the agreement of 1817. [His] appearance, however, was disfigured as part of his nose had been bitten off during a tribal quarrel in about 1802. As a result, he was known to some settlers as “The Cut-Nosed Chief.” (From Dictionary of Canadian Biography).   
   -- Impressive character. Who was he? . . . We'll find out.
2. Tribes of the Fur Trade
   1. Assiniboine [PP Slide]
      1. Name and origins
      2. Bison hunting and fur trade occupation
   2. Cree [PP Slide]
      1. Name and Origins
      2. Bison hunting
      3. The English Metis
   3. Ojibway [PP Slide]
      1. Names and origins
      2. The French Metis
   4. Society
      1. Hunters; religion; war. [PP Slide]
      2. Assiniboine-Cree-Ojibway Alliance [PP Slide]
      3. Smallpox
3. Colonial Period
   1. Peguis' Migration to Netley Creek [PP Slide]
      1. From Sault Ste. Marie
      2. "Death River"
   2. Selkirk Treaty (18 July 1817) [PP Slides]
      1. Helped settlers hunt
      2. Helped after Seven Oaks
      3. 2mi on either side of rivers
   3. Cockran and St. Peter's
      1. Witness through life-improvement [PP Slides]
      2. Stable society for faith to take root in
   4. Progress of the Village [PP Slides]
      1. Surplus crops
      2. School
      3. Windmill
      4. 87 families and 500 people in 1851
   5. Peguis becomes a Christian [PP Slide]
      1. St. Peter's Dynevor
      2. Peguis' naturalistic religion, four wives, and alcohol
      3. William King

**Review**

1. Where did the Assiniboine come from? [The Dakotas]
2. Descendants of Cree intermarriage with fur traders became what group? [The English Metis]
3. Name a famous leader of the Saulteaux. [Chief Peguis]
4. In what year was the Selkirk Treaty signed? [1817]
5. Where did Peguis and his people settle at the urging of Rev. Cockran? [St. Peter's]

**Student Assignments or Learning Activities**

* Have students split into groups and compete to come up with the most ways to make use of the parts of a bison taken in the hunt.

**Key Terms**

* Assiniboine, Nakota, Sioux
* Bison hunting
* Cree, Selkirk Culture
* Algonkian (Cree and Saulteaux)
* Saulteaux/Ojibway/Anishinaabee
* Sault Ste. Marie
* English and French Metis
* Naturalistic religion
* Assiniboine-Cree-Saulteaux alliance
* Smallpox
* Chief Peguis
* Netley Creek / Death River
* 1790s
* Lord Selkirk
* Selkirk Treaty
* 18 July 1817
* William Cockran
* 1833
* St. Peter's
* Joseph and Catherine Cook
* St. Peter's Windmill
* 1850s-60s
* St. Peter's Dynevor
* 1840
* William King

**III. Treaty One and the St. Peter's Surrender**

**Materials and Resources**

* Visuals: PowerPoint
* Sources: LHTA I.3. text resource from Red River North Heritage website (redrivernorthheritage.com)
* Videos:

**Learning Goals**

1. Students will be able to explain what factors led to the need for treaties.
2. Students will be able to identify the motivations of both sides to sign Treaty One.
3. Students will be able to explain how the St. Peters Reserve was given up.

**Lesson**

1. Quick Initiator:   
   The Dominion of Canada, 1867: Born of incredible ambition -   
   "I see in the not remote distance, one great nationality, bound, like the shield of Achilles, by the blue rim of ocean . . . I see within the round of that shield, the peaks of the Western mountains and the crests of the eastern waves. I see a generation of industrious, contented, moral men, free in name and fact." - Thomas D'Arcy McGee  
   The "National Dream" was about to be realized in, and change so much about, Manitoba.
2. Opening the West
   1. "From Sea to Sea"
      1. Canada buys Rupert's Land
         1. Lease up and Canada wanted to buy
         2. US Alaska Purchase
         3. Favourable terms: £300,000
         4. Largest land purchase in Canadian history
      2. British Columbia enters Confederation on condition of land link
      3. The Canadian Pacific Railway
         1. Pacific Scandal
         2. Mackenzie
         3. Macdonald's National Policy
         4. The Canadian Pacific Railway (CPR)
         5. The Last Spike at Craigellachie, BC on 7 November 1885
   2. Background of the Numbered Treaties
      1. Royal Proclamation of 1763 precedent; need for treaties to build the CPR
      2. US Indian Wars encourage continued Canadian practice
      3. The Bison
         1. Overhunting
         2. Increasing competition
         3. Hunt or starve . . . or sign treaties?
3. Treaty One
   1. Contents
      1. Surrender of the land to Canada
      2. 160 acres per family, yearly payments of $15, schools for each reserve
   2. People
      1. Archibald: First Lt.-Gov, de facto premier
      2. Simpson: George Simpson's cousin
      3. McKay: Red River politician and interpreter
      4. Prince: Peguis's son and St. Peters Chief
4. Further Changes
   1. Indian Policy
      1. Indian Act, 1876
      2. Residential Schools
   2. The St. Peter's Surrender
      1. Cockran's fruit
      2. Trespassers and governments
         1. Developing region, empty St. Peters
         2. Blind eye on Liberal supporters; Howell
         3. The Great Highway
         4. Selkirk's concerns
      3. Surrender, 1907
         1. Suspect process
         2. Peguis on Fisher River
         3. Controversy
            1. Bradbury
            2. Royal Commission
            3. St. Peters Act (1916)

**Review**

1. What was the largest land purchase in Canadian history? [Canada's purchase of Rupert's Land.]
2. Why did plains tribes fear famine by 1870? [The bison were disappearing after overhunting.]
3. Who was the first Lieutenant Governor of Manitoba who negotiated Treaty One? [Adams G. Archibald]
4. Where was Treaty One signed? [Lower Fort Garry]
5. What reserve moved to Fisher River after 1907? [St. Peters reserve]
6. What MP questioned the government on the surrender of this reserve? [George Bradbury]

**Student Assignments or Learning Activities**

* Have students read the text of Treaty One and identify the terms of the treaty (http://www.trcm.ca/wp-content/uploads/PDFsTreaties/Treaties%201%20and%202%20text.pdf).

**Key Terms**

* Dominion of Canada
* 1867
* Thomas D'Arcy McGee
* "From Sea to Sea"
* Rupert's Land
* "Postage Stamp Province"
* 1870
* British Columbia
* Sir John A. Macdonald
* The Pacific Scandal
* Alexander Mackenzie
* The National Policy
* Canadian Pacific Railway
* The Last Spike
* 7 November 1885
* Royal Proclamation of 1763
* American Indian Wars
* Hudson Bay Company
* American Fur Company
* Numbered Treaties
* Treaty One (1871)
* Adams G. Archibald
* Wemyss Mackenzie Simpson
* Henry Prince
* Indian Act (1876)
* 1920
* St. Peter's reserve
* "The Great Highway"
* Hector Howell
* 1907
* Peguis, Fisher River
* Hon. George Henry Bradbury
* Royal Commission
* St. Peters Act (1916)