



Foundational Knowledge Overview

As an Educator I should know...

Westward expansion was one of Canada's primary goals following Confederation in 1867. Rumours that Canada would annex Rupert's Island unsettled the Métis, as they feared their rights to the land would not be respected. In 1869, the federal government sent surveyors to the Red River Settlement to survey the land. There, they met an armed Métis resistance. Under the leadership of Louis Riel, the Métis formed a provisional government and negotiated for their rights. As a result, when Canada was acquiring Rupert's Island in 1870, it made promises to the Métis people living in Red River. 1.4 million acres of land was to be set aside for the "Half-breed" children born prior to July 15, 1870 in the original province of Manitoba. Each child was to receive the equivalent of 240 acres of land and later it was decided that heads of household (i.e. parents) were to receive the equivalent of \$160 in scrip. Canada, however, failed to implement this policy diligently and few Métis actually benefited from it. The purpose of this promise—to give the Métis children a head start over the expected influx of settlers from the east—was never realized.

Excerpt taken from [Métis Scrip in Alberta](#)

Title/Unit: Métis Scrip

Time Frame: 50 - 75 minutes

Grade/Subject: 4-9

Topic(s): Métis Scrip, Fraud, Land Dispossession

Métis Education Themes

- Languages of Métis
- Culture and Traditions
- Homeland History
- Métis in Alberta
- Métis Nation Governance



Teacher Quality Standard (TQS) connections

How does this lesson contribute to my knowledge in the following areas?

1. Fostering Effective Relationships
2. Engaging in Career-Long Learning
3. Demonstrating a Professional Body of Knowledge
4. Establishing Inclusive Learning Environments
5. Applying Foundational Knowledge about First Nations, Métis, and Inuit
6. Adhering to Legal Frameworks and Policies

Vocabulary/Terms

Scrip - a certificate entitling the holder to acquire possession of money or certain portions of public land

Métis - “Métis means a person who self-identifies as Metis, is distinct from other Aboriginal peoples, is of historic Métis Nation Ancestry and who is accepted by the Métis Nation”

<http://albertametis.com/wp-content/uploads/2018/03/NationalDefinitionofMetis.pdf>

Métis Homeland - Distinct Métis communities developed along the routes of the fur trade and across the Northwest within the Métis Nation Homeland. This Homeland includes the three Prairie Provinces (Manitoba, Saskatchewan, Alberta), as well as, parts of Ontario, British Columbia, the Northwest Territories and the Northern United States.

Assessment FOR Learning

Students are engaged, participating, and responding to questions and discussions accurately and thoughtfully.

Assessment OF Learning

Students are able to respond orally or in writing to questions that relate to Métis scrip and the implications it had on the Métis.

Differentiation/Adaptations

- Make personalized pieces of “land” prior to the activity

Time	Activity	Materials/Text References
		Materials: Métis Scrip Presentation Large Paper or blanket to represent “land” “Gift” Application for every “Métis” student



10 minutes	Intro to Métis Identity	Review slides 1- 7 on the Métis Scrip presentation . These pages focus on who the Métis are. Familiarize yourself with the notes that accompany the slides to develop a better understanding.
5-15 minutes	“Land” Preparation	Once Identity is taught, have the students divided in half. One group will represent the “Métis” and the other group will be the “non-Indigenous settler population and land speculators”. Have the students either create or bring in something that would take up space on the classroom floor to represent “their land”. The “land” could be something like a blanket or large piece of paper that they can stand on. If the class is using paper to represent the “land”, have them personalize and decorate the paper. Ensure that their name is on it as well.
15-20 minutes	Scrip Simulation	Once their “land” is personalized, have the “Métis” students find a spot within the classroom to settle. Encourage them to find a spot near a friend. Encourage them to talk to their “Métis” friend/neighbor to build a relationship. They can even combine their land together and come up with a community name. Shortly after, announce that there is a gift for all of the Métis students. First they must fill out their name, age, and birthplace on the “gift” application provided. Have them travel somewhere in the school that is outside of the classroom to submit their “gift” application into a container. When the “Métis” students leave the classroom, have the “non-Indigenous settler and land speculator” students find a piece of “land” that belonged to one of the Métis students. They will then place their “land” over those of the Métis students. If blankets are used, have the “non-Indigenous settler population and land speculators” students fold up and carry the blankets around with them. Once the “Métis” students return, announce to them that they must find a new place to settle within the classroom. The “Métis” students must spread out within the classroom and aren’t allowed to be near any of their “Métis” friends. Should the “Métis” students ask about their gift, tell them



10-15 minutes	Finish Presentation with focus on scrip	<p>that they should have received them (even though they received nothing). Let them know that they should no longer ask about their gifts.</p> <p>End the simulation and have the students write about their experience. Have them focus on how the “Métis” students would have felt when they returned to the classroom after applying for their “gift”. Have the students write about the “gift” and how they felt when they received nothing.</p> <p>Continue with the Métis Scrip presentation from page 8. Finish with the scrip video on page 11.</p>
Closure 10-15 minutes	Discussion	<p>Discuss with students the results of scrip. What similarities did the students see between the simulation and the historical information in the presentation? How did the Métis feel? How do they continue to feel? How can this injustice be made right?</p>

Extension Activities

- Discuss the significance of the Self Government Agreement that the Métis Nation of Alberta signed with the government of Canada in June 2019. How can this promote reconciliation for wrongdoings such as scrip? <http://albertametis.com/governance/self-government/>
- Research and discuss some of the lawsuits that focus on Scrip. For example Manitoba Métis Federation vs. Canada
<http://www.mmf.mb.ca/wcm-docs/docs/metis-scoc-judgment-march-8-2013.pdf>
- Review images of the scrip affidavits on page 8 of the [Métis Scrip presentation](#). Examine the language used to describe the Métis at the time.

Resources/Links/Videos

Scrip Presentation -

<https://docs.google.com/presentation/d/1RRW4rKWZZKvTCU5Ep4XoLAC3RoGYRxstE-4C1L8hcXo/edit?usp=sharing>

Scrip Summed Up In Five Minutes - <https://youtu.be/4JL8TpPLDNM>

Zachary Davis' Scrip Conference Presentation - <https://youtu.be/vprldxIT6yg>



What's Métis scrip? North America's 'largest land swindle,' says Indigenous lawyer -

<https://www.cbc.ca/radio/unreserved/from-scrip-to-road-allowances-canada-s-complicated-history-with-the-m%C3%A9tis-1.5100375/what-s-m%C3%A9tis-scrip-north-america-s-largest-land-swindle-says-indigenous-lawyer-1.5100507>

Métis Land rights and Self-Government - <http://www.metismuseum.ca/media/db/00725>

Credits

Rupert's Land Institute - Métis Centre of Excellence, Education Team (2020)



“Gift” Application

<p>Name:</p> <p>Age:</p> <p>Birthplace:</p>	<p>Name:</p> <p>Age:</p> <p>Birthplace:</p>	<p>Name:</p> <p>Age:</p> <p>Birthplace:</p>
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