Purpose: Students will understand the diversity of lifestyles First Nations and Métis communities in western Canada in the 1890s. They will recognize that members of a community are diverse, but have similar needs and rely on similar resources.

Estimated time: 80 minutes

Activity 1:
1. Ask students to create a map of their neighbourhood or town. What buildings are in your community? What else could you find in the neighbourhood?
   a. Instruct students to think about what they did on the weekend. Ask: How did you start your day? What did you do? What did you see on your way to school?
   b. Tell students to make a T-chart in their notebooks using the following as a model. Brainstorm one example as a class then instruct students to work together to add more:

<table>
<thead>
<tr>
<th>Community feature</th>
<th>Purpose of this feature?</th>
<th>Who uses it?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grocery store</td>
<td>To provide people with food</td>
<td>Everyone</td>
</tr>
<tr>
<td>Community centre</td>
<td>A space for people to have fun, exercise and play sports</td>
<td>Teams, adults</td>
</tr>
<tr>
<td>Church, Mosque, Synagogue, Temple</td>
<td>A place to worship</td>
<td>Members of the faith community</td>
</tr>
<tr>
<td>Roads</td>
<td>To enable people to go from one place to another</td>
<td>People with cars, trucks and bikes</td>
</tr>
</tbody>
</table>

2. Ask students to pair up and compare lists.
   a. Questions to highlight similarities: What are common places that people listed? Why is it important that we have these places?
   b. Questions to highlight differences: What are some places someone listed, but their partner did not? Why might one person list a place, while another might not?

3. Bring students together as a class to discuss answers. Create a similar chart for the entire class.
   a. Other features to highlight: schools, government buildings, hospitals, churches/places of worship, types of residences: apartments, townhouses, houses, etc.

Activity 2:
1. Provide context about the 1890s:
   a. European-First Nations issues
      i. Entitlements to land
      ii. Financial support and provision of hunting materials
      iii. Hunting rights
   b. Define: Treaties, trade agreements, the Indian Act

2. Tell students that just as our community is made up of a diverse number of people, there were many different First Nations, as well as Métis communities in Western Canada. We will work in groups in order to understand the communities that existed in Western Canada in the 1890s:
   a. Ask students to define Métis.
   b. Divide students into groups of three. Assign one of the following to each group or have students choose a community from an interactive map: fnpim-cippn.inac-aicn.gc.ca/index-eng.asp
      i. Métis

First Nations bands:
   ii. Beaver Lake Cree Nation (AB)
   iii. Siksika Nation (AB)
   iv. Swan River First Nation (AB)
   v. Tsimshian (BC)
   vi. Coast Salish (BC)
   vii. Kwakiutl (Kwakwaka'wakw) (BC)
   viii. Haida (BC)
   ix. Nootka (Nuu'chah'nulth)
   x. Roseau River Anishinabe First Nation (MB)
   xi. Heiltsuk (BC)
   xii. Nisga’a (Nishga) (BC)
   xiii. Nuxalk (Bella Coola) (BC)
   xiv. Gitxsan (BC)
   xv. Long Plain (MB)
   xvi. Black River First Nation (MB)
xviii. Poplar River First Nation (MB)  
xix. Dakota Tipi (MB)  
xx. Birch Narrows (SK)  
xxi. Little Pine (SK)  
xxii. Mistawasis (SK)  
xxiii. Pelican Lake (SK)  
xxiv. Whitecap Dakota First Nation (SK)  
xxv. Yellow Quill (SK)

3. Gather pictures and paragraphs from different sources, each with information on the culture of the above groups. Ensure that maps are available, so students can locate each First Nation land on a map.

Students will work in their groups to read different resources. They will construct a chart similar to the one they made earlier with the following headings:

<table>
<thead>
<tr>
<th>Community feature</th>
<th>Purpose of this feature?</th>
<th>Who uses it?</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Ask students: how would a member of the Haida band secure food? What would they sleep in? Remember that everyone has the same basic needs, so it may be easier to fill out the “purpose” section first, then do more group specific research.

5. Encourage students to include pictures and maps to add detail to their descriptions.

6. Every group member should be involved in the creation of the chart; each one should be able to speak to their community and compare and contrast it with other groups.

7. Ask students: How does the physical location of a First Nation band affect their access to food? Transportation? The types of houses they live in?

8. Once students have completed their charts, have them do walkabouts to visit other groups. Assign one group member to stay with the chart while the other two members rotate through the other groups. At each stop, the students will discuss similarities and differences of each community and First Nations band.

9. Bring the entire class together for a discussion. Ask one member of each group to locate their First Nation band on a map of Western Canada. Encourage discussion about each group’s general findings and the similarities and differences that exist between different First Nations.

10. Ask the class: how do First Nations and Métis communities differ? How are these differences related to location? How do both of these communities differ from our communities today?
■ ADDITIONAL RESOURCES

In addition to the lesson plan, share these resources with your students:

- Métis resources: [www.metismuseum.ca](http://www.metismuseum.ca)
- Traditional Métis lifestyle:
  - [www.ucalgary.ca/applied_history/tutor/firstnations/](http://www.ucalgary.ca/applied_history/tutor/firstnations/)
- First Nations resources:
  - [www.thecanadianencyclopedia.com/articles/architectural-history-early-first-nations#SEC894801](http://www.thecanadianencyclopedia.com/articles/architectural-history-early-first-nations#SEC894801)
  - [www.ucalgary.ca/applied_history/tutor/firstnations/encounters.html](http://www.ucalgary.ca/applied_history/tutor/firstnations/encounters.html)
  - [www.civilization.ca/exhibitions](http://www.civilization.ca/exhibitions)
  - [www.civilization.ca/event/grand-hall/](http://www.civilization.ca/event/grand-hall/)