

A Guide to Métis Governance

*Grade 10 Civics and
Citizenship — CHV20*

La Nawsyon 
de Métis d'Ontario

Métis Nation
of Ontario 

Nation Métisse
de l'Ontario 

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Contributors to this resource (some of which are citizens of the MNO):

- Cortnee Buchanan, OCT
- Deanna Cooper, OCT
- Tanya Glabb, OCT
- Connor McNamara, OCT
- Wendy Orchard, OCT
- Chantal Coté, OCT
- René Laurin, BEd
- Métis Nation of Ontario — Métis Languages Advisory Committee
- Learning Bird Inc. — Graphic Design

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A Note to Educators

Welcome to a Guide on Métis Governance! Thank you for taking the necessary steps to include Indigenous governance discussions in your classroom.

We recognize that this may be new learning for many educators. Our goal is to provide resources that support educators and learners as they explore the topic of Métis Governance in the classroom. We encourage educators to use the guides with students through a political inquiry model to deepen their understanding. Students also have the unique opportunity to study a modern-day example of nation-building. As this guide is released, the Métis Nation of Ontario is developing its own constitution and laws. Let it be noted that this guide serves as a basic understanding of Métis Governance in Ontario as it exists in 2023, and we strongly encourage educators to continue to grow their understanding of Métis governance as the nation progresses on its own path.

We hope this guide is a simple-to-use tool and resource for teachers and students. Educators can use this guide in parts or as a whole to teach multiple themes outlined in the Grade 10 Civics and Citizenship course. We recommend 3–5, class periods to work through Sections 1–5, and that students choose 1 consolidation activity to demonstrate their understanding. The guide is an opportunity for students and educators to use the Métis experience to connect with broader topics such as the importance of civic action, identity, rights and responsibilities, and political inquiry as outlined in the Curriculum Connections at the end of each section.

Supporting resources include an English-Michif Glossary, FAQs, Historical Community Map, Educator Answer Keys, Student Consolidation Activities and Recommended Additional Resources. These are to support both students and educators in learning more about Métis governance and Métis living in Ontario today.



The Learning Goals of this resource are:

Students will be able to

- Demonstrate a basic understanding of the systems of Métis Governance and citizenship and how these systems relate to the Federal and Provincial Levels of Government
- Provide an example of how political activism has been used to assert Métis rights
- Demonstrate an understanding of Treaty Rights and Constitutional Rights as they relate to the Métis Nation of Ontario
- Analyze and present an opinion on a Métis issue of interest.

Success Criteria

- Using the Political Inquiry process, students will investigate a Métis Issue of interest and make connections between the Métis lived experience and their own.
- Students will use a variety of transferable skills (literacy, numeracy, oral communication) to clearly communicate their idea, argument and/or conclusion on a Métis Issue in a way of their choosing (see culminating tasks).
- Students will demonstrate knowledge of the roles, responsibilities and structure of the Métis Nation of Ontario and the other governing bodies that it works alongside.
- Students will demonstrate the concept of Stability and Change through the political inquiry process, to explain how people, ideas, and events contribute to political change in Métis Governance.

Assessment

Before students begin to investigate Métis Governance, we encourage educators to provide Minds On (Assessment for Learning) prompts to assess for previous student knowledge. These are some examples of prompts:

- What do you know about Indigenous Governance?
- What do you know about the Métis Nation of Ontario?
- Do you have a peer who is Métis?
- What do you know about Métis Rights?
- What is Self Governance?

Sections #1–5 include a variety of student questions that assist in developing an understanding of Métis Governance and begin to use political inquiry to consider broader civic issues. These can be used by the teacher for Assessments As Learning.

Section #7 lists a variety of culminating activities (Assessment of Learning) to suit a variety of learning styles and interests. Students may choose one activity to demonstrate their understanding or multiple activities to deepen their investigation further. Teachers are encouraged to develop their own assessment tools or refer to the rubric attached at the end of this guide.

Section # 1

National and Provincial Governance Structure

Who are the Métis?

The Métis are one of the three Indigenous groups in Canada. They are distinct from First Nations and Inuit. The Métis Nation governed themselves long before Canada became a country. The nation has a long political organization and activism history, allowing the Métis culture and way of life to survive today.

The origins of the Métis people begin with the intermarriage of European men and First Nations women during the Fur Trade era. The children of these marriages were unique, a blend of both of their cultures. They had a shared common history and way of life, which has grown, through **ethnogenesis**, into the vibrant and robust culture that the Métis Nation is today.

There are many Métis communities throughout Canada. However, in Ontario, the Métis derive from seven historical communities throughout the province.

Check out the links on
pg. 40 to find the
closest Historic Métis
Community to your
school!



Who are the citizens of the Métis Nation of Ontario?

The **Provisional Council of the Métis Nation of Ontario (PCMNO)** was founded in 1993 and has been actively creating a registry of citizens ever since. It pays homage to the original Provisional Council led by the great Métis leader, Louis Riel. The modern-day PCMNO represents individuals who are ancestrally connected to the Métis Nation in communities throughout Ontario and the rest of the **Métis Nation Homeland**. And while the Métis Nation of Ontario (MNO) registry is a modern-day process, Métis people have governed themselves and identified themselves as citizens of the Métis Nation for generations.

It is important to note that having mixed First Nation and non-Indigenous ancestry does not qualify a person for MNO citizenship. A person must have ancestral roots in a historic Métis community.

To become a citizen of the Métis Nation, a person must meet a set of criteria called the Powley Test. A person must:

1. self-identify as Métis,
2. be distinct from other **Aboriginal** peoples,
3. be of Historic Métis Nation ancestry,
4. and be accepted by the Métis Nation.

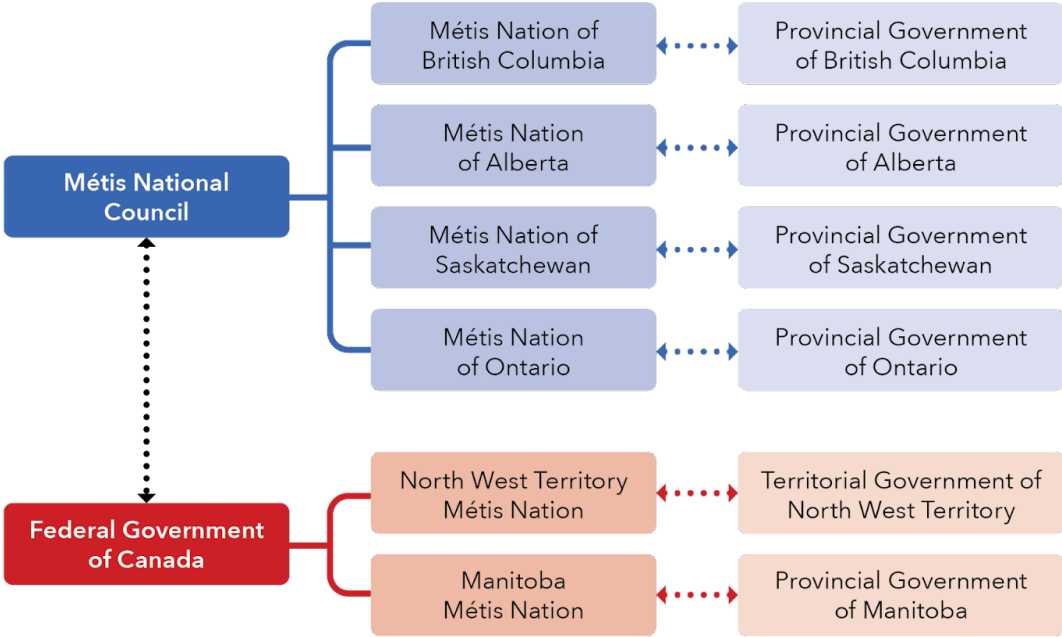
For more information on citizenship, please visit the Métis Nation of Ontario Registry website at <https://www.metisnation.org/registry/>

National and Provincial Governance Structure

The Métis Nation has several groups that govern rights-bearing Métis in Canada. While the Métis Nation has existed for many centuries, the modern-day structure is still very new and growing with the needs of its citizens. Below is the framework of how the Métis Nation across Canada is divided at the Federal, Provincial and Territorial levels.

The Métis National Council (MNC) works with the Federal Government to represent the citizens of 4 provincial Métis organizations collectively: Métis Nation of British Columbia (MNBC), Métis Nation of Alberta (MNA), Métis Nation of Saskatchewan (MNS) and Métis Nation of Ontario (MNO)). The Manitoba Métis Federation (MMF) and the Métis of the North West Territories (MNWT) consult directly with the Federal Government on their own behalf. In the spirit of **Self-Government**, each provincial organization has the right to choose how they are represented.

The Métis Nation of Ontario works with the Provincial Government of Ontario and many other organizations to serve the needs and interests of Métis in Ontario.



Other provinces and territories not listed in this diagram do not have recognized Métis governments at this time.

Student Inquiry and Assessment Questions:

1. What national organization represents the Métis Nation of Ontario? (K/U)
2. Does this national organization represent all Métis groups? (K/U)
3. Consider the criteria to be a Métis Nation of Ontario citizen. What are the criteria for being a Canadian citizen? (T/I)
4. What are the criteria to be a citizen of Ontario? Use the Mind Map to brainstorm your ideas. (T/I, A, C)

Is there a definition? With a partner, develop a set of criteria or common values/interests that all Ontarians have.

5. How does being a part of a community (historical, cultural, political, sports etc.) influence a person's identity? (T/I)

Themes: Citizenship, Identity, Federal Government, Provincial Government, Indigenous Governance, Political Inquiry

Curriculum Connections: B1.2, B2.2, B3.

Teacher Answer Key

Section #1:

1. What national organization represents the Métis Nation of Ontario? (K/U)
 - a. Métis National Council
2. Does this national organization represent all Métis groups? (K/U)
 - a. No. It represents four provincial organizations- Métis Nation of Ontario, Métis Nation of Saskatchewan, Métis Nation of Alberta and Métis Nation of British Columbia
3. Consider the criteria to be a Métis Nation of Ontario citizen. What are the criteria for being a Canadian citizen? (T/I)
 - a. To be born in Canada, have a parent born in Canada or become a naturalized citizen (see Citizenship Act)
4. What are the criteria to be a citizen of Ontario? Use the Concept Map to brainstorm your ideas. (T/I, A, C)

Is there a definition? With a partner, develop a set of criteria or common values/interests that all Ontarians have.

- a. There isn't a criterion for citizenship. However, in order to vote in provincial or municipal elections, a person must be a Canadian citizen and reside in the province or municipality.
5. How does being a part of a community (historical, cultural, political, sports etc.) influence a person's identity? (T/I)
 - a. Student inquiry question

Section #2

Political Structure of the Provisional Council of the Métis Nation of Ontario



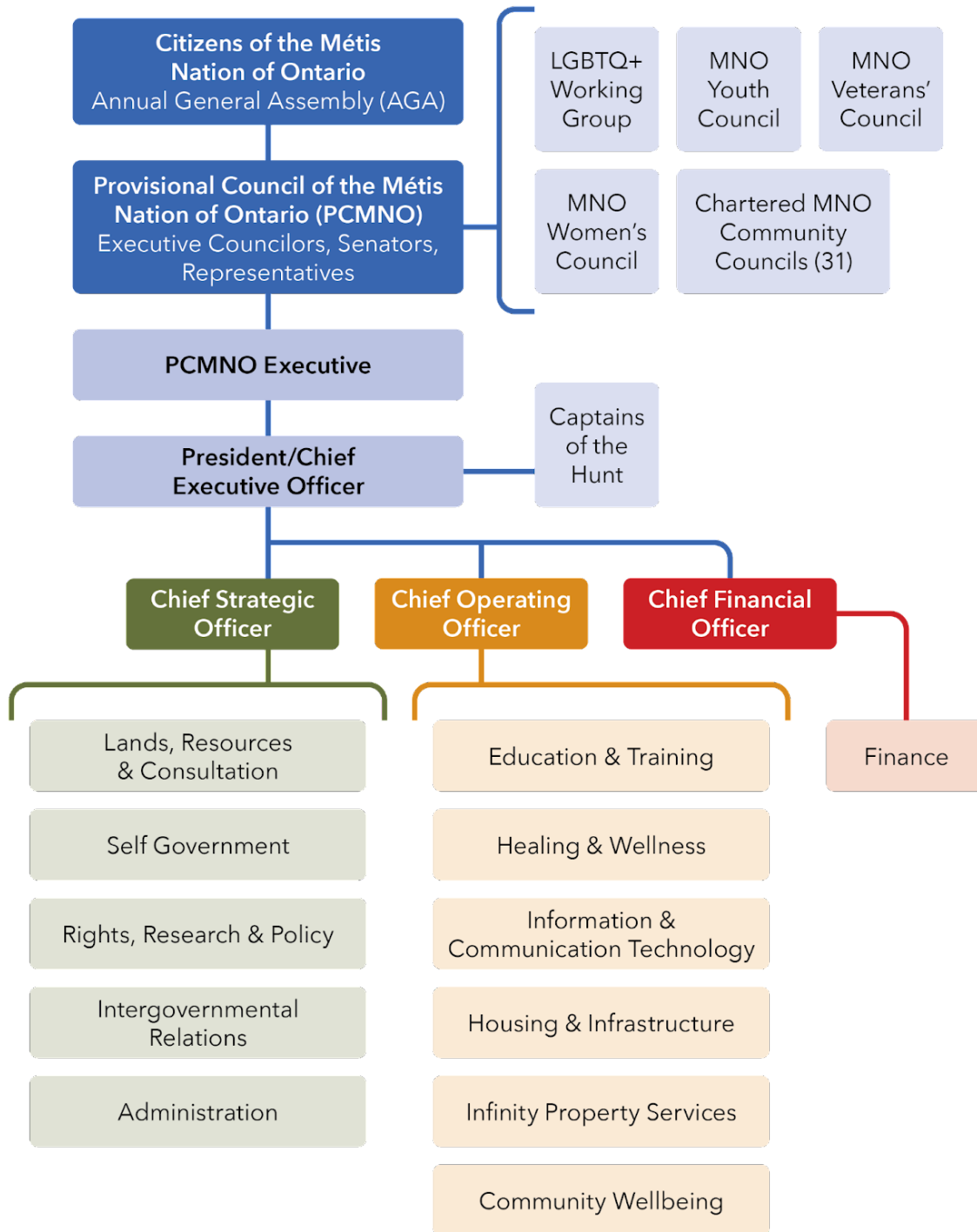
The Provisional Council of the Métis Nation of Ontario (PCMNO) is the political branch of the Métis Nation of Ontario, and the MNO is the public service branch. The PCMNO can be thought of as equivalent to the government of Ontario. It, along with Métis citizens at the Annual General Assembly, pass **motions** that provide direction to the public service on how to improve life in Ontario for its citizens.

Similar to the Government of Ontario, the PCMNO works to advance the interests of its citizens within the province. The PCMNO is democratically elected and has representatives from across the province representing the local needs and various committees supporting the advancement of broader provincial concerns.

While they both are democratically elected, each form of government has its own distinct characteristics. The PCMNO does not have a party system, and there is no representative of the Crown (i.e. Lieutenant Governor). Each PCMNO regional councilor represents a region, rather than a riding which is used in Provincial and Federal governance structures. The Ontario Provincial Government centers its work at Queen's Park in Toronto, where Members of the Provincial Parliament (MPPs) work to pass **bills** throughout the year. The Annual General Assembly (AGA) is where the citizens can present motions and make decisions to create changes for the greater Métis Nation of Ontario. The location of the AGA changes each year to ensure that all regions of the MNO are fairly represented over time. The PCMNO also includes some positions that are unique from the Ontario or Federal Governments.



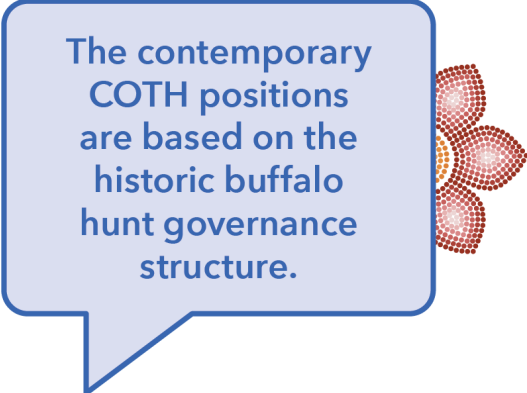
Métis Nation of Ontario Organizational Structure 2023



The Métis have an interconnected relationship with the land and water throughout the province. This is represented through the respected **Captain of the Hunt (COTH)** position. The Captains of the Hunt are responsible for the rights and responsibilities of Métis harvesters and promote the health of each harvesting region.

Senators of the PCMNO also have a prominent role. Similar to Senators of the Federal Government, they are looked to for guidance and perspective on a range of issues and represent regional interests and concerns alongside the other elected officials.

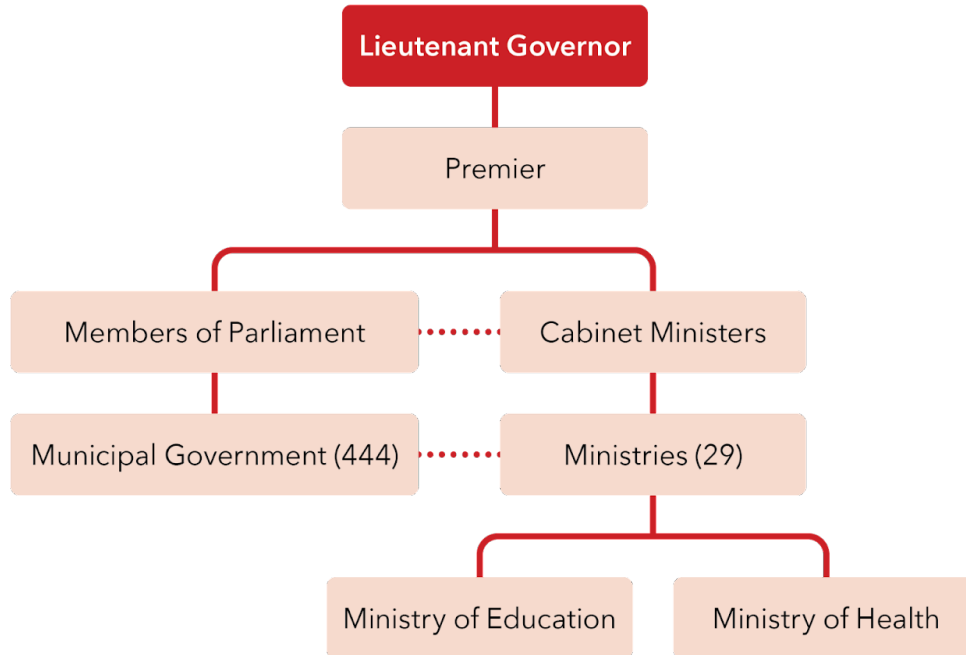
Another example of governance is the Métis Nation of Ontario Youth Council (MNOYC). Within the MNO, youth can cast their votes as early as age 16 to elect representatives, pass motions and run for a position at the community, regional or provincial level. The MNOYC is a separate arm of the PCMNO that distinctly represents the voice of Métis youth aged 16–29. These early opportunities for civic engagement have fostered a dynamic movement of Métis youth that are advocates and promoters of their own culture. Métis youth are encouraged to share their voice and be agents of change within their own nation.



The contemporary COTH positions are based on the historic buffalo hunt governance structure.



Government of Ontario Organizational Structure



*This is an oversimplified graphic of the Ontario Provincial Government and does not represent all Branches, Committees or Ministries. For a full list of Ministries, please see pg. 17.

One of the symbols of the Métis Nation of Ontario is the canoe. If you know anything about a canoe, it works best when everyone paddles together. Sometimes it is smooth paddling, but everyone must work together to navigate choppy waters. The PCMNO members who help steer the canoe in the right direction are:

1. President
2. Chair & Vice Chair
3. Secretary-Treasurer
4. Executive Senator
5. PCMNO Senators
6. Métis Nation of Ontario Youth Council (MNOYC) Representative
7. Post-Secondary Education (PSE) Representative
8. Captain of the Hunt (COH)
9. Regional Councilors



Student Inquiry and Assessment Questions:

1. Using the Venn Diagram provided, compare and contrast the structures of the Métis Nation of Ontario and the Government of Ontario. (T/I, K/U)
2. Métis youth are encouraged to be involved in their government and be agents of change. What opportunities are available to you to be involved within your school or community? What changes would you like to see? (Comm, T/I)
3. What other symbols represent the Métis Nation of Ontario? Look for clues throughout this guide and see how many you can come up with. (App)

Themes: Legislative Branches, Executive Branches, Civic Engagement

Curriculum Connections: B2.2, B2.3, C1.4, C1.6

Teacher Answer Key

Section #2:

1. Using the Venn Diagram provided, compare and contrast the structures of the Métis Nation of Ontario and the Government of Ontario. (T/I, K/U)
 - a. Both are a democracy elected by citizens
 - b. Regions vs. ridings
 - c. Councillor vs. Members of Provincial Parliament
 - d. President vs. Premier
 - i. Both oversee the executive branches of their governments
 - ii. The President of the PCMNO oversees the Captain of the Hunt (COTH) as well
 1. What is the significance of this?
 - a. The COTH has been a culturally significant position throughout the Métis Nation's history and is distinct from other groups.
2. Métis youth are encouraged to be involved in their government and be agents of change. What opportunities are available to you to be involved within your school or community? What changes would you like to see? (Comm, T/I)
 - a. Political Thinking - answers will vary
3. What other symbols represent the Métis Nation of Ontario? Look for clues throughout this guide and see how many you can come up with. (App)
 - a. Canoe, Paddle, Fiddle, Capote, Beaded Flower, Sash, Fish, Moose, Beaver pelt, Métis flag, Infinity symbol.

Section #3

Provincial Public Service Structure

The Provisional Council of the Métis Nation of Ontario and the Members of the Legislative Assembly at Queens Park are all elected representatives who work on drafting and revising bills and motions (**Legislative Branch**). Once those bills have been voted on and passed, they provide direction to those that work in Public Service (or the **Executive Branch**) to ensure that citizens of both the Province of Ontario and the Métis Nation of Ontario receive the services that they need for a good quality of life.

Métis Nation of Ontario		Government of Ontario		
The President of the PCMNO also serves as the Chief Executive Officer of the Executive Branch (Public Service)		The head of the Executive Branch (Public Service) is the Premier of Ontario		
Serving 25,000 citizens, nine regions and 31 Chartered Community Councils, employing 400+ people. (2023)		Serving 14.5 million people, 122 ridings, 444 municipalities and employing 1.1 million people. ¹		
Healing and Wellness	Finance	Agriculture, Food and Rural Affairs	Children, Community and Social Services	Natural Resources and Forestry
Education and Training	Community Well-being	Attorney-General	Health	Northern Development
Housing and Infrastructure	Economic Development	Citizenship and Multiculturalism	Indigenous Affairs Francophone Affairs	Red Tape Reduction

¹ Ontario Public Sector Employment and Compensation. (2022). Financial Accountability Office of Ontario.

Métis Nation of Ontario		Government of Ontario		
Administration	Self Government	Solicitor General	Infrastructure	Finance
Intergovernmental Relations	Rights, Research and Policy	Colleges and Universities	Intergovernmental Affairs	Seniors Accessibility
Lands Resources & Consultation	Information & Communication Technology	Economic Development, Job Creation and Trade	Labour, Immigration, Training and Skills Development	Public and Business Service Delivery
		Education	Legislative Affairs	Tourism, Culture and Sport
		Energy	Long-Term Care	Transportation
		Environment, Conservation and Parks	Municipal Affairs and Housing	Treasury Board Secretariat
		Mines		

While the Government of Ontario and the PCMNO work to represent the needs of their respective citizens, there are many examples of how both governments work together through their public service branches. This behind-the-scenes work ensures that opportunities and supports are accessible and equitable.

Human Resources & Ministry of Labour

The MNO abides by the laws and best practices set out by the Ministry of Labour to ensure that its staff have a safe and healthy workplace.



Education and Training Branch and the Ministry of Education

The Education and Training Branch works with the Ministry of Education to ensure that the Métis' worldview and Way of life are included in the Ontario Curriculum and that educators can teach in a culturally supportive way.



Lands Resources & Consultations and the Ministry of Natural Resources

Land is still a contentious issue in Ontario. Competing priorities and jurisdictions have only served to convolute the advancement of Métis harvesting rights in the past. But in recent years, the **Duty to Consult** process has ensured that the Crown meets its constitutional obligations and that First Nations, Métis and Inuit groups have a voice in the use of their harvesting territories.

To illustrate its complexity, consider how each level has a role in Métis harvesting rights. The Federal Government ensures that the Canadian Constitution and its rights are upheld and has jurisdiction over Migratory Birds and Federal Reserve land. The Provincial Government is responsible for land administration (even Crown land) and its natural resources. And the MNO is responsible for its citizens and Métis harvesting practices. It is very complex, and at times Métis people have had to lobby governments and bring issues to the judicial system to solve them. Due to the Powley Case (See pg. 25) and the Canadian Court System, each government's working relationship, roles and responsibilities are clearly defined today.



Intergovernmental Relations and Intergovernmental Affairs

The Intergovernmental Relations branch works to connect PCMNO members with various Ministries at the Provincial and Federal level to ensure that agreements are effectively negotiated and enforced. This branch also represents the needs and interests of the 31 Community Councils throughout the province at various levels.

Further, The Métis Nation of Ontario has signed bilateral agreements with both the Province of Ontario and the Federal Government of Canada. These documents recognize the rights of Métis and the ongoing relationship between each party. Additionally, the MNO-Ontario-Canada Tripartite Process focuses on the Economic Development of the MNO and its communities.

Student Inquiry and Assessment Questions:

1. What is the formal term for the public service branch? What is it responsible for? (K/U)
2. Using the Venn Diagram provided, compare and contrast the public service of the MNO and the Provincial Government of Ontario. (T/I)
3. Provide an example of how the public service of the MNO and the Government of Ontario work together to provide services, advance rights or self-government to the citizens of Ontario and the MNO. (K/U, Comm)
4. What branch of government is responsible for settling disputes between different governments? (K/U)
5. Decolonize your thinking: Does the acceptance of one Government system automatically mean the rejection of another? (T/I, Comm)
6. How might the Duty to Consult principle affect businesses and the economy? Why is this principle important for all citizens of Ontario to uphold? (T/I)

Themes: Rights & Responsibilities, Civic Inclusion

Curriculum Connections: B2.2, B2.3, B2.4

Teacher Answer Key

Section #3:

1. What is the formal term for the public service branch? What is it responsible for? (K/U)
 - a. Executive Branch. Public Services for its citizens.
2. Using the Venn Diagram provided, compare and contrast the public service of the MNO and the Provincial Government of Ontario. (T/I)
 - a. The President and Premier are both the head of the Executive Branches in their Governments
 - b. Some branches/ministries align while others are specific to each government
 - c. Different populations of citizens
3. Provide an example of how the public service of the MNO and the Government of Ontario work together to provide services, advance rights or self-government to the citizens of Ontario and the MNO. (K/U, Comm)
 - a. Students can provide one of the examples provided or investigate the relationship between other branches in the public service.
4. What branch of government is responsible for settling disputes between different governments? (T/I)
 - a. Judicial Branch
5. Decolonize your thinking: Does the acceptance of one Government system automatically mean the rejection of another? (T/I, Comm)
 - a. No. In the case of the MNO and the Provincial and Federal Governments, they can all function in different ways and still complement each other.
6. How might the Duty to Consult principle affect businesses and the economy? Why is this principle important for all citizens of Ontario to uphold?
 - a. For business owners, the Duty to Consult process may slow or limit where development can occur. Still, by honouring and affirming Métis Section 35 rights, it ensures that Indigenous and Non-Indigenous people safeguard Ontario's environmental, cultural and economic interests for future generations. It ensures that business and policies are applied ethically.



Section #4

Métis Treaty Rights and Constitutional Rights

For generations, Métis people have harvested and been stewards of the land. However, for most of history, the Métis have not been recognized as distinct Indigenous peoples, nor have they had the right to harvest and practice their way of life on the land. As the Métis had no recognized right to the land, the Métis became increasingly **disenfranchised** from their land as settlement and development expanded throughout the province. It was not until 1982 that the Federal Government recognized the Métis as one of Canada's Indigenous peoples, enshrined in the Canadian Constitution and Charter of Rights and Freedoms.

Treaty 3 Half Breed Adhesion of 1875

There are many treaties worldwide. A **Treaty** is an agreement made between different nations that resolves an issue. For example, the Allied and Axis Powers signed the Paris Peace Treaty of 1947 at the end of World War II. However, when treaties within Canada are discussed, these agreements are between Indigenous groups (Nations of their own right) and the Government of Canada (which is also responsible for those signed previously by the British Crown). In Ontario, only one group of Métis falls under Treaty Rights. Those that are signatories to the Treaty 3 Half Breed Adhesion.

It was a common practice to establish treaties with First Nations long before Canada became a country. Still, historically neither the British Crown nor the Government of Canada included Métis communities in these treaty negotiations. However, with the desire to develop and settle what was known as the **Historic North West**, the Canadian Government began frenzied negotiations with First Nations. Between 1871 and 1921, eleven treaties were signed on land that spanned from the Lake of the Woods to the Rocky Mountains.

For Métis land-related claims, invitations to negotiate treaties were largely ignored. Canada attempted to settle these claims through the Manitoba Act of 1870 or individually using Halfbreed scrip (provision of land lots). However, the one exception to this trend is the ‘Halfbreeds of Rainy River and Rainy Lake,’ who successfully signed the Half Breed Adhesion to Treaty 3 (after being excluded from the initial Treaty negotiations) with the Government of Canada in 1875. Today, this group is part of the Northwestern Ontario Métis Community and the only known exception to this federal policy to exclude Métis from treaties.

Check out the link below for more information: Métis Nation of Ontario,

 [The Rainy River/Lake of the Woods/Treaty 3 Historic Métis Community](#)

Canadian Constitution & Canadian Charter of Rights and Freedoms

While a very small number of Métis were included in the Treaty 3 Half Breed Adhesion, Métis were not officially recognized as an Indigenous group by the Canadian Government until 1982.

After the failed Métis resistances of the late 1800s, Métis feared further retribution and began hiding their identities as Métis people. For many decades, Métis culture and way of life were practiced out of sight or under the guise of the mainstream identity. However, after World War 2, Métis and many other marginalized groups began to organize, and the birth of a new Métis rights movement began.

By the 1980s, Canada, now a well-established nation of the dominion, was also seeking its own political freedom. This culminated in the creation of the new **Canadian Constitution Act** in 1982, meaning that the Canadian Government would no longer rely on the British Crown to amend its Constitution in the future. It was also an opportunity for Indigenous Rights groups to actively pressure the Government to recognize First Nations, Métis and Inuit right across the Nation.

The Constitutional Conferences were highly contested. Through the tireless efforts of Métis leaders such as Harry Daniels, Métis were finally included in and recognized as a distinct Indigenous people in Canada. While the Constitution reaffirms the rights of Indigenous peoples in Canada, its vagueness has caused confusion, complacency and contention between the Métis, Federal and Provincial governments. Throughout the following decades, Métis have continued to fight for their rights, eventually seeking clarification from the Court systems that have unanimously upheld Métis rights already established in the Constitution.

What rights do Métis people have according to the Canadian Constitution or 1982?

Métis are included under the Constitution Act and the Canadian Charter of Rights and Freedoms, highlighted below.

Section 35 of the Constitution Act states:

- (1) The existing aboriginal and treaty rights of the Aboriginal peoples of Canada are hereby recognized and affirmed.
- (2) In this Act, “Aboriginal peoples of Canada” includes the Indian, Inuit and Métis peoples of Canada.
- (3) For greater certainty, in subsection (1), “treaty rights,” includes rights that now exist by way of land claims agreements or may be so acquired.
- (4) Notwithstanding any other provision of this Act, the aboriginal and treaty rights referred to in subsection (1) are guaranteed equally to male and female persons.

Section 25 of the Canadian Charter of Rights and Freedoms states:

The guarantee in this Charter of certain rights and freedoms shall not be construed so as to abrogate or derogate from any Aboriginal, treaty or other rights or freedoms that pertain to the Aboriginal Peoples of Canada, including:

- a) any rights or freedoms that have been recognized by the Royal Proclamation of October 7, 1763; and
- b) any rights or freedoms that now exist by way of land claims agreements or may be so acquired.

Powley Case

Even so, it was still a struggle to have the Provincial levels of government recognize Métis' rights. The issue came to a head through launching the Powley Case, which was eventually fought and won at the Supreme Court of Canada.



On October 22nd, 1993, father and son Steve and Roddy Powley killed a bull moose outside Sault Ste. Marie, Ontario. They tagged their catch with a Métis harvesters card and a note that read "harvesting my meat for winter." One week later, the Powleys were charged by Conservation Officers for hunting moose without a license and unlawful possession of moose contrary to Ontario's Game and Fish Act (R. v. Powley booklet, pg. 2, MNC).

At first, the Powleys would not fight the charge but thought otherwise as they had the inherent right to harvest as Métis people under Section 35 of the Canadian Constitution. With the help of the Métis Nation of Ontario (MNO), the Powley family was supported through a grueling journey through various levels of the Court system. The Ontario Court of Justice, Ontario Superior Court, Ontario Court of Appeal and the Supreme Court of Canada all made consistent and unanimous decisions that the Powley family had the right to harvest.

The decision also reaffirmed that the Métis Nation is a separate and distinct "Aboriginal" people, already recognized in Section 35 of the Canadian Constitution. To prevent future disputes, the Supreme Court of Canada outlined a new ten-part "Powley Test" that would be used to determine Métis rights as outlined in Section 35. The Powley Test would ensure that those that were Métis could continue exercising their right to harvest in their historic territories.



Student Inquiry and Assessment Questions:

1. What is the difference between a treaty right and a charter right? (K/U)
2. Consider the statement: “We are all Treaty People.” Are all Métis people, Treaty people? Why or why not? (T/I)
3. Why is the Powley Case so important to Métis people, especially Métis people in Ontario? (K/U)
4. There are three branches of government; legislative, executive and judicial. What was the importance of the judicial system in the Powley Case? (K/U, App)
5. What is the highest court in Ontario? What is the highest court in Canada? Why should the judicial system operate separately from the legislative and executive branches? (K/U, T/I)

Themes: Crown-Indigenous relations, Civic Action, Role of the Judicial System, Rights and Responsibilities

Curriculum Connections: B2.3, B3.1, B3.3, B3.4, B3.5

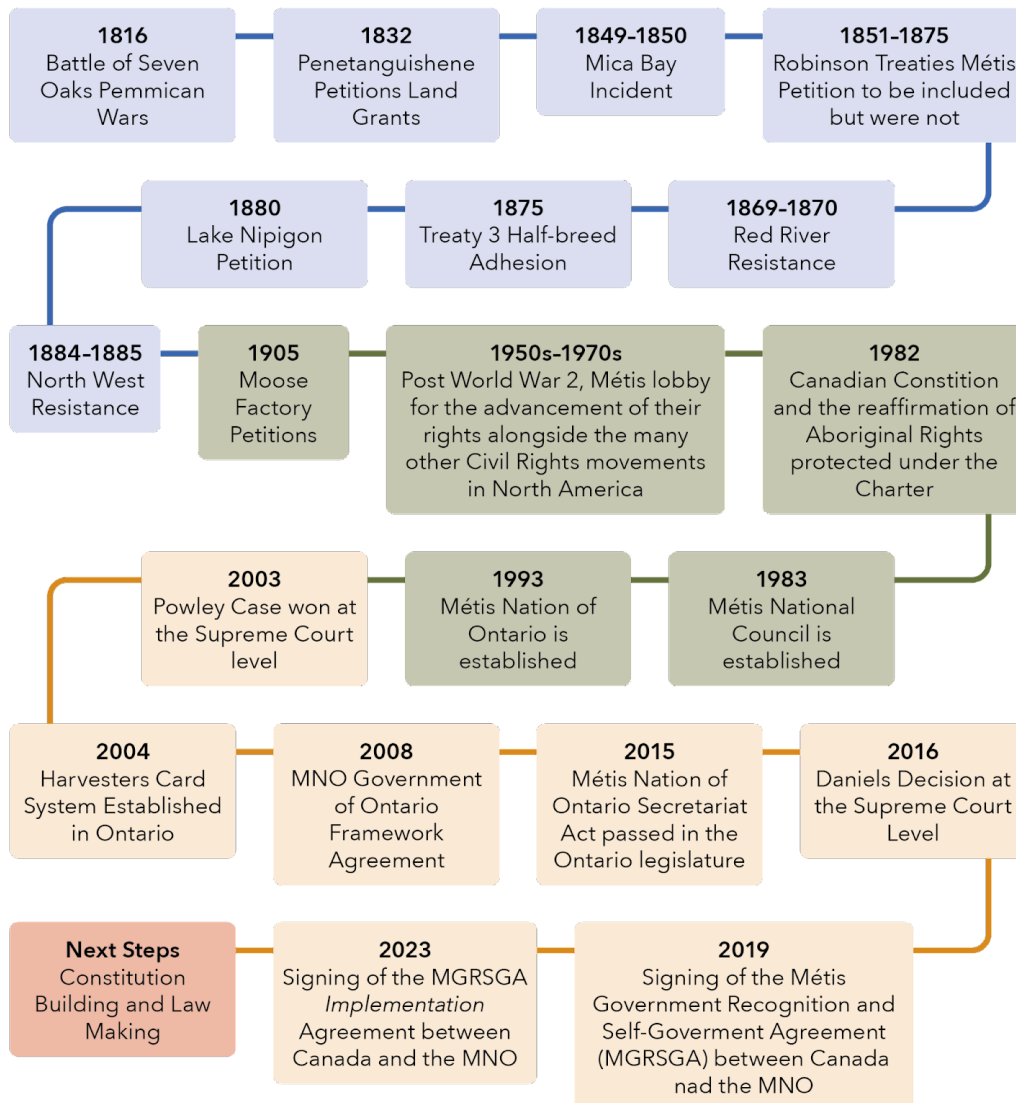
Teacher Answer Key

Section #4:

1. What is the difference between a treaty right and a constitutional right? (K/U)
 - a. Our current constitutional rights were established in 1982 with the new Canadian Constitution Act and the Canadian Charter of Rights and Freedoms. It is one document that applies to all citizens of Canada and includes special rights for some groups, like the Métis. Treaty rights are established through Nation to Nation agreements and generally focus on issues directly relating to an individual group. The Canadian Constitution does not void the obligations set out in Treaties that were made pre-1982 or after.
2. Consider the statement: “We are all Treaty People.” Are all Métis people, Treaty people? Why or why not? (T/I)
 - a. Some Métis in Canada are included in the Treaty, but many are not. In Ontario, the only Treaty Métis are those that have historical roots in the Treaty 3 region. Because the Métis in the rest of the province never conceded themselves to the British and were not included in the confederation of British North America, they are not subject to the Treaty obligations as other citizens would have been.
3. Why is the Powley Case so important to Métis people, especially Métis people in Ontario? (K/U)
 - a. The Powley case reaffirmed the right for Métis to harvest in Ontario and established the Powley Test, which defines the criteria for Métis rights and citizenship.
4. There are three branches of government; legislative, executive and judicial. What was the importance of the judicial system in the Powley Case? (K/U, App)
 - a. The judicial system (on many levels) clearly defined the responsibilities of the provincial, federal and Métis governments regarding Métis harvesting and created the Powley test to avoid future issues.
5. What is the highest court in Ontario? What is the highest court in Canada? Why should the judicial system operate separately from the legislative and executive branches? (K/U, T/I)
 - a. The highest court in Ontario is the Superior Court. The highest court in Canada is the Supreme Court. It is important that the judicial system operates separately from the legislative and executive branches so that it can ensure that rights, freedoms and services are provided fairly and equitably.

Section #5

Political History of the Métis Nation of Ontario



For more information on the Road to Self Government, check out:

www.metisnation.org/self-government

For Métis people across Canada, there is a strong history of political advocacy, and the road to self-government has been long. Métis leaders have had profound political skills to work within Colonial Government systems and to create their own government systems to assert their rights. That resilient spirit continues today as more citizens than ever are represented by the Provisional Council of the Métis Nation of Ontario, and modern-day nation-building continues on.

Student Inquiry and Assessment Questions:

1. Looking at the Political Timeline, why do you think there is a gap after 1884? (T/I, Comm)
2. How has prejudice shaped whose voice is heard throughout history in Canada? (T/, K/U, Comm)
3. Under the **Canadian Charter of Rights and Freedoms**, what right allows a person to express their opinion without prejudice? (K/U, App)
4. Is it easy to have your opinion heard? Do you think it is easier today or in the past? What are the risks and rewards of exercising your Freedom of Speech? (T/I, Comm)
5. Looking at this timeline, do you think Métis people have been able to voice their opinions AND be heard throughout history? (T/I, App)

Themes: Engaged Citizenship, Rights and Responsibilities, Civic Contribution and Inclusion

Curriculum Connections: B2.3, B3.3, C1.2



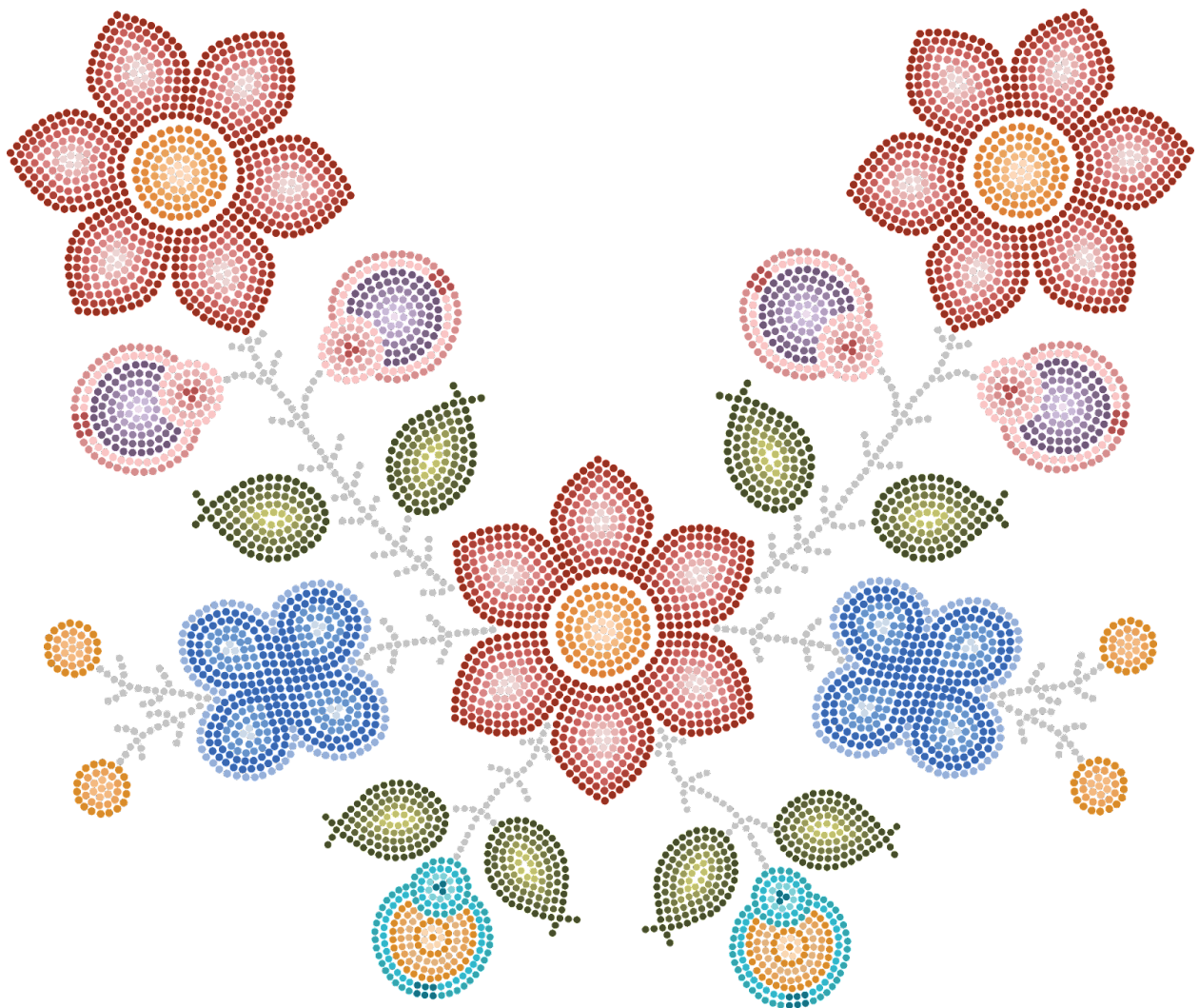
Teacher Answer Key

Section #5:

1. Why do you think there is a gap in the timeline after 1854? (T/I, Comm)
 - a. After the failed Métis resistances of the late 1800s, Métis feared further retribution and began hiding their identities as Métis people. For many decades, their culture and way of life were practiced out of sight or under the guise of the mainstream identity.
2. How has prejudice shaped whose voice is heard throughout history in Canada? (T/I, K/U, Comm)
 - a. Students can provide examples of marginalized groups that have been excluded from participating equally in society.
3. Is it easy to have your opinion heard? Do you think it is easier today or in the past? What risks or rewards are there in voicing your opinion? (K/U, App)
 - a. Student Inquiry question
4. Under the **Canadian Charter of Rights and Freedoms**, what right allows a person to express their opinion without prejudice? (T/I, Comm)
 - a. Trick Question. It is a Fundamental Freedom-Freedom of thought, belief, opinion and expression. However, Freedoms do have limits and cannot be exercised if they do harm to others.
5. Looking at this timeline, do you think Métis people have been able to voice their opinions AND be heard throughout history? (T/I, App)
 - a. Student opinion or class discussion - Political Thinking - answers will vary

Section #6

Tools to Support Student Thinking and Learning



Compare and Contrast

Name: _____

Class: _____

Write similarities and differences to compare and contrast each of the following concepts/ideas.

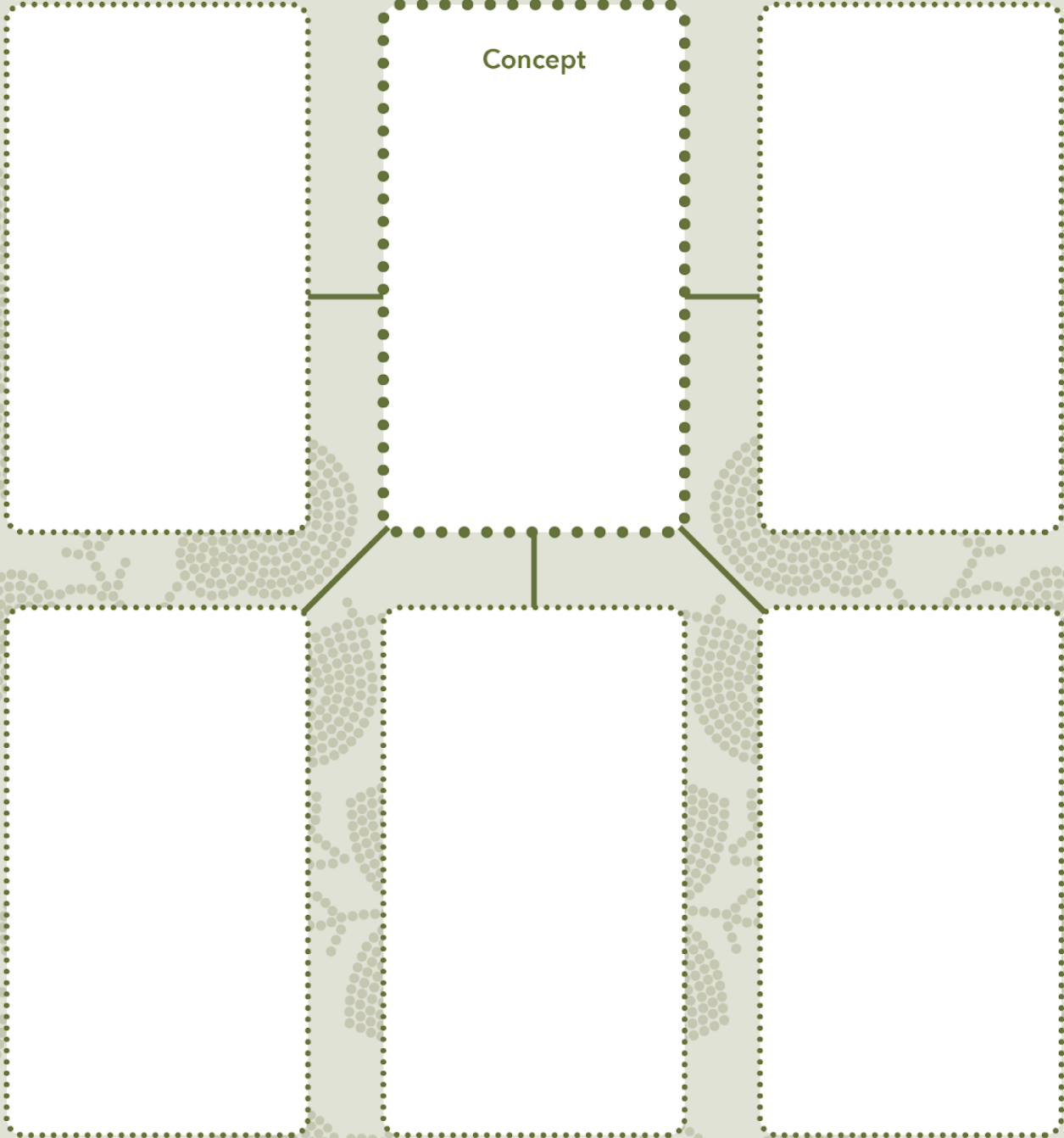


Similarities

Concept/Mind Map

Name: _____

Class: _____



Pros & Cons

Name: _____

Class: _____

Use this template to explore and analyze details for decision-making.

Topic: _____

Pros

What are the advantages?

Cons

What are the disadvantages?

Problem Statement

Name: _____

Class: _____

Problem

Options

Solution

Option 1

Option 2

Option 3

Glossary

English	Definition	Michif
Aboriginal	<p>The term Aboriginal is outdated. However, the word Aboriginal was used in legal documents such as the Canadian Constitution and the Powley Test. The term is used in reference to those documents. In all other circumstances, today's acceptable terminology is Indigenous or First Nations, Métis and Inuit.</p> <p>Other words that are used in historical legal documents may be "Indian," "Squaw", and "Half Breed." These are considered offensive in modern-day language.</p>	
Bill	A bill is a proposal to make a new law.	Pravjè dlwa
Canadian Charter of Rights and Freedoms (CCRF)	The CCRF protects several rights and freedoms, including freedom of expression and the right to equality. It forms part of our Constitution, the highest law in all of Canada, and is one of our country's most significant accomplishments.	Chart kanadzyèn dé draw pi dlibèrté
Canadian Constitution	A constitution provides the fundamental rules and principles that govern a country. It creates many government institutions and branches and defines their powers.	Konstitusyon kanadièn
Captain of the Hunt (COTH)	The Captains of the Hunt (COTH) play an integral role in managing Métis harvesting rights. One COTH is assigned to each of the Traditional Harvest Territories within Ontario. It is mandated by the Métis Nation of Ontario (MNO) to have full authority over the Métis harvest in their respective region.	Chèf dla chas
Citizen	A person who self-identifies as Métis, is distinct from other Indigenous peoples, is of historic Métis Nation ancestry and is accepted by the Métis Nation.	Sitwawyin
Disenfranchised	The exclusion or removal of civil liberties from a person or group of people. This could be the inability to vote, hold office, access social services etc.	Privé dleu drwa
Duty to Consult	Ontario, as a representative of the Crown, has an obligation to consult with Métis people (and members of First Nations and Inuit communities) where its actions may adversely affect the group's constitutional or treaty rights.	Bezwin dkonsulté

English	Definition	Michif
Ethnogenesis	The process by which a group of people becomes ethnically distinct: the formation and development of an ethnic group.	ètnojenèz
Executive Branch	The “public service” branch of the government that is responsible for delivering services to its citizens.	Sèkteur Èkzékutif
Government	The body responsible for the governing and administration of a nation, region or community.	Gouvèrnan
Historic North West	This territory was (and still is) home to many First Nations and Métis communities that were rich in culture, traditions, and trade and had already established their own governance systems and way of life. Today the “Historic North West” would include parts of Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, North West Territories, and the northern United States.	INawr Wès istawrik
Métis Harvesting	The Métis Nation of Ontario was the first Métis government in the Métis Nation Homeland to successfully complete negotiations with their provincial government regarding Métis harvesting, the taking, catching or gathering for reasonable personal use in Ontario of renewable resources by MNO citizens. Such harvesting includes plants, fish, wildlife and firewood taken for heating, food, medicinal, social or ceremonial purposes and includes donations, gifts and exchanges with Indigenous persons. Métis harvesting is for reasonable personal use only and does not include harvesting for commercial purposes.	Rékawlt dé Métis
Motion	A motion is a proposal put to a group for a decision by vote. The motion can be used to create bylaws or a plan of action.	Mawsyon
Historic Community	Historic Métis communities are distinctive communities who, in addition to their mixed First Nation and European ancestry, developed their own customs, way of life, and recognizable group identity separate from their forebearers.	Kawmunoté istawrik
Judicial Branch	The judicial branch ensures that laws are followed and justice is delivered fairly and responsibly.	Sèkteur Judisyal



English	Definition	Michif
Knowledge Holder	Métis Knowledge holders are community members with special knowledge of the Métis way of life. Each knowledge holder has a piece of the Métis story and culture, from the seasoned harvester to the youngest Michif speaker. As a result, all knowledge holders are respected for what they know and their contributions to the persistence of the Métis way of life through practice and knowledge transfer.	PawrtEUR de kawNèsans
Legislative Branch	The “law-making” branch in a government. This typically is where bills are proposed and passed. Once passed, the executive and/or judicial branches put the bills into action.	Sèkteur Léjislatif
Métis Homeland	The Métis Homelands stretch from the lakes and rivers of Ontario, cross the vast prairies, traverse the mountains into British Columbia and into the far reaches of the Northwest Territories. They include the hills and valleys of the north-central American States. These are our lands. They are Métis lands. They are the lands of our past that nurture us today, which we value as our future's precious foundation. — MNO Statement of Prime Purpose	Téritwèr dé Métis
Provisional Council of the Métis Nation of Ontario (PCMNO)	The Métis Nation of Ontario is governed by the PCMNO. The PCMNO takes its direction from and is required to report to its citizens at the MNO Annual General Assembly, which is held once a year.	Konsèy prawvizwèr dla Nawsyon dé Métis d'Ontario
Self Government	The ability of a group or nation to create its own laws and policies that serve the needs and interests of its members.	Awtawnawmi gouvèrnmental
Senators	Senators have a special place in Métis culture, the Métis Nation of Ontario, and its governance structure. Highly respected for their knowledge, values, and experience, Senators provide an elder's presence at community events and meetings and help keep Métis culture alive by sharing traditions and ways of life. One Senator sits as a member of each Community Council, and four Senators, including one Executive Senator, sit on the PCMNO.	Sénateur/Sénatris
Treaty	Treaties are agreements between two nations.	Trèté

Métis Nation of Ontario Regional Map



For more information, please visit:

<https://www.metisnation.org/registry/citizenship/historic-metis-communities-in-ontario/>

<https://www.metisnation.org/programs-and-services/education-training/post-secondary-education/contacts-and-resources/>

Historic Métis Communities Resource Guides:

<https://www.metisnation.org/wp-content/uploads/2023/07/Abitibi-HMC-PSP-1.pdf>

<https://www.metisnation.org/wp-content/uploads/2023/07/Georgian-Bay-HMC-PSP.pdf>

<https://www.metisnation.org/wp-content/uploads/2023/07/Killarney-HMC-PSP.pdf>

<https://www.metisnation.org/wp-content/uploads/2023/07/Mattawa-HMC-PSP.pdf>

<https://www.metisnation.org/wp-content/uploads/2023/07/Northern-Lake-Superior-HMC-PSP.pdf>

<https://www.metisnation.org/wp-content/uploads/2023/07/Rainy-River-Lake-of-the-Woods-Treaty-3-HMC-PSP.pdf>

<https://www.metisnation.org/wp-content/uploads/2023/07/Sault-Ste-Marie-HMC-PSP.pdf>

Section #7:

Student Consolidation Activities and Assessment of Learning

1. Moose Math (Numeracy focus)

If your family lives in the Ottawa region and your harvesting region is in Region 1 (see Region Map on pg. 39.), find the cheapest way to harvest in that area.

- a. How much would it cost to harvest? Use a budget sheet to record all of the costs.
- b. Financially is it feasible to harvest off the land?
- c. Is it cheaper to purchase something similar from the grocery store?
- d. Based on your finding, do all Ontario Métis have equal access to their right to harvest?
- e. How could this inequality be solved? Use the Problem-Solution Chart to display your thinking.

2. A Lesson in Rights and Privileges (Harvesting focus)

It is August, and Jean and Jacob are on a camping trip in Algonquin Park. Jean is Métis. Jacob is Non-Indigenous. The boys take the boat fishing one morning, hoping to catch some Rainbow Trout. An hour in, a Conservation Officer from the Ministry of Natural Resources stops by their boat.

- a. What licenses will the MNR be looking for?
- b. Does Jean have to provide the same licenses as Jacob? Why or Why not?
- c. What jurisdiction does the MNR have?
- d. How many fish are each boy allowed to catch per day?
- e. Does Jacob have the same right to harvest fish as Jean?

3. Schools and Self-Identification (Reconciliation focus)

It is National Indigenous Peoples Day, and Isabelle's school is hosting an assembly to celebrate First Nation, Inuit and Métis culture. Isabelle is excited to wear her sash and the beaded brooch her Mamere made for her. She has always been proud to be Métis. Her mother explained that she never had the opportunity to self-identify as Métis at school. It was something that was never spoken of and for Isabelle's Mamere, being Métis meant



going to Indian Day School. Three generations of Métis women have had very different school experiences, making it a very long journey to recognition and pride. On this day, Métis students and non-Indigenous peers celebrate the vibrant Métis culture and way of life.

- ★ **Note to teacher:** Please provide an “opt-out opportunity” to any students with families impacted by Indian Residential Schools or Day Schools.
 - a. Which level of government is responsible for the education of Métis students? First Nations students? And Non-Indigenous students?
 - b. Why are different levels of government responsible for the education of Métis students? First Nations students? And Non-Indigenous students?
 - c. What is a self-identification policy? Why might some Métis choose to self-identify while others may not?
 - d. How else does your teacher/school/schoolboard or community support Métis individuals? Why is this necessary and important?
 - e. How do you think some Métis ended up at Indian Day Schools or Residential Schools?

4. Citizenship and Identity (Debate and Political Inquiry focus)

Madeleine's Father is Métis, and her mother is Haudenosaunee. In Canada, while a person can assume a mix of cultural or social identities, legally, an Indigenous person can only be registered with one Nation. This means that Madeleine has to choose to be a member of either her mother's OR her father's nation. Is this fair? Why or why not?

- a. Should you have to choose an identity?
- b. How can a person be a citizen of multiple countries but not of more than one Indigenous nation?
- c. What might the reasons be why people have to choose to be one over the other?
- d. Create a T chart to record points for each side of this issue.

5. Celebration/Commemoration (Literacy focus)

Your school or community is hosting an event, celebration, or commemoration. In the spirit of inclusion and recognition, your planning committee would like to invite the local Métis community.

Draft an invitation letter to the local community council that includes the following items:

- a. Name of the local Métis Community Council
- b. Address it to the President
- c. Provide the name and date of the event
- d. How the community council could be involved,
- e. Why is it important to have them included in the celebration/commemoration?

6. Indigenous- Crown Relations and King Charles III's Coronation (Political Inquiry focus)

On Saturday, May 5th, 2023, the world witnessed the coronation of King Charles III. Despite the pomp and ceremony, there are mixed feelings about the role of the Monarchy from many groups. For some is an opportunity to depart from it, while for others, it is an opportunity to create a better path forward.



*Courtesy of the Governors
Generals Office and Buckingham
Palace*

- a. Use the CRAAP Test Principles (Credibility, Relevancy, Authority, Accuracy and Purpose) to analyze the MNO news memo found below and 3 additional media sources to provide context to the meeting between King Charles III, Métis National Council President, Chief of the Assembly of First Nations and Inuit Tapiriit Kanatami President

MNO News Memo: MNC President attends audience with King Charles III
<https://www.metisnation.org/news/mnc-president-attends-audience-with-king-charles-iii/>

- b. What is the significance of this photo?
- c. What has been the impact of the British monarchy on Métis people?
- d. Based on your inquiry, how could King Charles III honour and uplift the rights and freedoms of Métis people further?

Themes: Engaged Citizenship, Civic Action, Communication Skills, Numeracy, Literacy, Reconciliation, Developing Perspective, Political Inquiry

Curriculum Connections: A1.5, A 2.2, C2.1, C2.2

Teacher Answer Key

Student Consolidation Activities

1. Moose Math (Numeracy focus)

If your family lives in the Ottawa region and your harvesting region is in Region 1 (see region map on pg. 39), find the cheapest way to harvest a Moose in that area.

- a. How much would it cost?
 - i. Consider travel, gear (equipment, clothing), accommodation, food, processing (butchering, tanning, hide processing) and storage of the harvest (jars, freezer, vacuum sealing etc.)
- b. Financially, is it feasible to harvest off the land?
 - i. Often it is not possible to or too expensive
- c. Is it cheaper to purchase something similar from the grocery store?
 - i. Perhaps. Have students compare the cost of harvesting a goose compared to a chicken or a deer, or moose compared to a cow
- d. Based on your finding, do all Ontario Métis have equal access to their right to harvest?
 - i. No. It is easiest if Métis live within their harvesting territory.
- e. How could this inequality be solved? Use the Problem-Solution Chart to display your thinking.
 - i. Create a harvester exchange program where Métis harvesters can trade their historic harvesting areas. This would ensure there weren't too many harvesters in one area but make it easier for some families to practice their way of life. Community sharing programs. Encourage students to create other innovative solutions to this problem.

2. A Lesson in Rights and Privileges (Harvesting focus)

It is August, and Jean and Jacob are on a camping trip in Algonquin Park. Jean is Métis and in his harvesting territory. Jacob is non-indigenous. The boys take the boat out fishing one morning, hoping to catch some Rainbow Trout. An hour in, a Conservation Officer from the Ministry of Natural Resources (MNR) stops by their boat.



- a. What licenses will the MNR be looking for?
 - i. Pleasure Craft Operator Card for whoever is driving the boat
 - ii. Fishing License for Jacob
 - iii. Harvesters Card for Jean
- b. Does Jean have to provide the same licenses as Jacob? Why or Why not?
 - i. If Jean is harvesting in his harvesting territory, he can harvest with his harvesters card. If Jean is harvesting outside of his harvesting territory, he would have to purchase a fishing license, the same as Jacob.
 - ii. Jacob, because he is not Métis, would have to purchase a fishing license regardless of where he decides to fish.
- c. What jurisdiction does the Ministry of Natural Resources have?
 - i. The Ministry of Natural Resources manages and protects Ontario's crown lands and the natural resources and people who use those lands.
- d. How many fish are each boy allowed to catch per day?
 - i. Jacob- Depends on the limits and size restrictions outlined by the Ministry of Natural Resources for each species. If Jean is fishing outside of his harvesting territory, he has to follow the same limits and size restrictions as Jacob.
 - ii. Jean- as many to feed his family as outlined in the Canadian Constitution.
- e. Does Jacob have the same right to harvest fish as Jean?
 - i. No. For Jacob, fishing is considered a privilege under the law.

3. Schools and Self-Identification (Reconciliation focus)

It is National Indigenous Peoples Day, and Isabelle's school is hosting an assembly to celebrate First Nation, Inuit and Métis culture. Isabelle is excited to wear her sash and the beaded brooch her Mamere made for her. She has always been proud to be Métis. Her mother explained that she never had the opportunity to self-identify as Métis at school. It was something that was never spoken of, and for Isabelle's Mamere being Métis meant going to Indian Day School. Three generations of Métis women have had very different school experiences, making it a very long journey to recognition and pride. On this day, Métis students and their non-Indigenous peers celebrate the vibrant Métis culture and way of life.

★ **Note to teacher:** Please provide an “opt-out opportunity” to any students with families impacted by Indian Residential Schools or Day Schools.

- a. Which level of government is responsible for the education of Métis students in Ontario? First Nations students? Inuit Students? And Non-Indigenous students?
 - i. Métis students = Provincial
 - ii. First Nation students = Federal
 - iii. Inuit = Provincial
 - iv. Non-Indigenous= Provincial
- b. Which level of government is responsible for the education of Métis students? First Nations students? And Non-Indigenous students?
 - i. First Nations students are included in the Indian Act, which is a Federal responsibility, while the other groups are not.
- c. What is a self-identification policy? Why might some Métis choose to self-identify while others may not?
 - i. If a student chooses to self-identify as First Nation, Métis or Inuit, they may be able to access additional culturally specific resources and support. However, due to racism, some individuals may not choose to self-identify. It should also be mentioned that while some individuals are Métis, the cultural loss may make it difficult for them to identify with the community entirely. Thankfully with the growth of Métis supports and services across the province, individuals can reclaim their culture and way of life.

- d. How else does your teacher/school/schoolboard or community support Métis individuals? Why is this necessary and important?
 - i. Students and teachers are encouraged to investigate what is available in their local communities and schools.
- e. What is an Indian Day School? Why do you think some Métis ended up attending when they are not First Nations?
 - i. The Indian Act established the creation of Indian Day Schools alongside Indian Residential Schools. While no less damaging, children attended during the day and returned home to their families in the evening. As Métis were not included in the Indian Act, their attendance was often to boost student enrollment to seek more funding for these institutions. Because records of Métis students are poorly recorded and sporadic, it is imperative that we provide space and support for survivors that wish to share their stories.

4. Citizenship and Identity (Debate and Political Inquiry focus)

Madeleine's Father is Métis, and her mother is Haudenosaunee. In Canada, while a person can assume a mix of cultural or social identities, legally, an Indigenous person can only be registered with one Nation. This means that Madeleine has to choose to be a member of either her mother's OR her father's nation. Is this fair? Why or why not?

- a. Should you have to choose an identity?
 - i. Students will provide their viewpoints on both sides of the issue. Political Thinking - answers will vary.
- b. Why can a person be a citizen of multiple countries but not of more than one Indigenous nation?
 - i. Students should be able to recognize that this is a double standard even within Canada. For example, an individual can be a Canadian citizen and a Métis Nation of Ontario citizen.
- c. What might the reasons be why people have to choose to be one over the other?
 - i. Geographic proximity, cultural supports available, financial resources, rejection of colonial terms set out for membership (ie. Blood quantum).

5. Métis Celebration/Commemoration (Literacy focus)

Your school or community is hosting an eve, celebration, or commemoration. In the spirit of inclusion and recognition, your planning committee would like to extend an invitation to the local Métis community.

Draft an invitation letter to the local community council that includes the following items:

- a. Name of the local Métis Community Council
- b. Address it to the President
- c. Provide the name and date of the event
- d. How the community council could be involved
- e. Why is it important to have them included in the celebration/commemoration?

Student answers will be determined by their choice of activity and the local council that they choose to connect with.

6. Indigenous- Crown Relations and King Charles III's Coronation (Political Inquiry)

On Saturday, May 5th, 2023, the world witnessed the coronation of King Charles III. Despite the pomp and ceremony, there are mixed feelings about the role of the Monarchy from many groups. For some the coronation of King Charles III is an opportunity to depart from the monarchy, while for others, this transition is an opportunity to create a better path forward.



Courtesy of the Governor General's Office and Buckingham Palace

- a. Use the CRAAP Test Principles (Credibility, Relevancy, Authority, Accuracy and Purpose) to analyze the MNO news memo found below and 3 additional media sources to provide context to the meeting between King Charles III, Métis National Council President, Chief of the Assembly of First Nations and Inuit Tapiriit Kanatami President

MNO News Memo: MNC President attends audience with King Charles III
<https://www.metisnation.org/news/mnc-president-attends-audience-with-king-charles-iii/>

- i. Students to complete show their work using the CRAAP test
- b. What is the significance of this photo?
 - i. This is the 1st time that a British Monarch has met with all three groups of Indigenous People of Canada as leaders of their own nations and separate from the Government of Canada

- c. What has been the impact of the British monarchy on Métis people?
 - i. While the Government of Canada holds the responsibility for Indigenous people in many ways, the British Monarchy has been the cause of many injustices and still holds some influence as Head of State of Canada over the plight of Indigenous People. Some impacts are colonization, land loss, assimilation, Residential Schools, unfulfilled treaties, loss of languages
- d. Based on your inquiry, how could King Charles III honour and uplift the rights and freedoms of Métis people further?
 - i. Students will come up with their own conclusions based on their inquiry. Answers may range from removing the King as Canada's Head of State, seeking reparations for impacts over the generations, holding him accountable to the United Nations Declaration of the Rights of Indigenous Peoples (UNDRIP), or any other creative solutions for a better way forward for Métis people.

Themes: Engaged Citizenship, Civic Action, Communication Skills, Numeracy, Literacy, Reconciliation, Developing Perspective, Political Inquiry

Curriculum Connections: A1.5, A2.2, B2.3, C2.1, C2.2

A Guide to Métis Governance – Assessment Criteria

Categories	Level R- 0-49%	Level 1- 50-59%	Level 2- 60-69%	Level 3- 70-79%	Level 4- 80-100%
Knowledge and Understanding					
knowledge of the roles, responsibilities and structure of the Métis Nation of Ontario and the governing structures it works alongside	demonstrates little to no knowledge	demonstrates limited knowledge	demonstrates some knowledge	demonstrates considerable knowledge of content	demonstrates thorough knowledge of content
understanding of the roles, responsibilities and structure of the Métis Nation of Ontario and the governing structures it works alongside	demonstrates little to no understanding of content	demonstrates limited understanding of content	demonstrates some understanding of content	demonstrates considerable understanding of content	demonstrates thorough understanding of content
Thinking and Inquiry					
uses the political inquiry process to make connections between the Métis lived experience and their own.	with little to no effectiveness	with limited effectiveness	with some effectiveness	with considerable effectiveness	with a high degree of effectiveness
uses the political inquiry process to demonstrate how people, ideas and events contribute to political change in Métis Governance.	with little to no effectiveness	with limited effectiveness	with some effectiveness	with considerable effectiveness	with a high degree of effectiveness

Categories	Level R- 0-49%	Level 1- 50-59%	Level 2- 60-69%	Level 3- 70-79%	Level 4- 80-100%
Communication					
organizes ideas and information in oral, visual, and/or written forms (use of graphic organizers)	with little to no effectiveness	with limited effectiveness	with some effectiveness	with considerable effectiveness	with a high degree of effectiveness
communicates their idea, argument and/or conclusion on a Métis issue of Interest in oral, visual, and/or written form:	with little to no effectiveness	with limited effectiveness	with some effectiveness	with considerable effectiveness	with a high degree of effectiveness
uses conventions, vocabulary, and terminology relevant to Civics in oral, visual, and/or written forms:	with little to no effectiveness	with limited effectiveness	with some effectiveness	with considerable effectiveness	with a high degree of effectiveness
Application					
apply knowledge of Métis Governance and transferable skills (literacy, numeracy, inquiry, oral communication) to new contexts:	with little to no effectiveness	with limited effectiveness	with some effectiveness	with considerable effectiveness	with a high degree of effectiveness

Section #8


Additional Resources and FAQs for Students and Educators

1. Who is responsible for Métis Education? How are they the same as First Nations? How are they different?

- a. Education for Status First Nations is the responsibility of the Federal Government as determined by the Indian Act. Education for Métis, Non-Status First Nations and Inuit is the responsibility of the Provincial and Territorial Governments. These governments are responsible for the infrastructure, support and services available to all students. Métis students attend public or private schools throughout the province of Ontario along with their non-Métis peers. But if you are an MNO citizen, please contact your school to see what Métis supports are available to you and your family.

2. Why do Métis have protected rights that are different from Non-Indigenous People?

- a. Métis have special rights as Indigenous peoples under the Constitution Act and the Canadian Charter of Rights. This allows the nation to reclaim a way of life that they never chose to give up to various Colonial powers that disenfranchised them of those rights. While we all enjoy the same fundamental rights, some rights are exclusive to a group of people. For example, female reproductive rights, LGBTI rights, children's right to education, and the rights of unionized workers.

3. I have a European ancestor that married a First Nations woman. Does that mean I am Métis?
 - a. Not necessarily; the ethnogenesis of the Métis occurred in specific areas and during specific times throughout history. It began with the union of European men and First Nations women that lived and worked along the fur trade routes. The children of these unions grew up unique from their parent's cultures and formed their own ways of life, eventually forming their own governments. Ethnogenesis was complete by the early 1800s, and the Métis Nation is rooted in this period. If you have ancestors from a different time or place, know that every person's heritage must be cherished and celebrated. However, ensuring we are not appropriating another person's culture or heritage is important.
 4. I am Non-Indigenous. Why is it important for me to understand Métis Governance?
 - a. Duty to consult
 - b. Conservation
 - c. Respect
 - d. Reconciliation
- 
5. Can Métis Harvest anywhere?
 - a. No. Métis can harvest only in their traditional historic communities. Exercising their right to harvest can be difficult and costly if, over the generations, their family has moved away from their historic territories.
 6. Do Métis pay taxes?
 - a. Yes. Métis people pay all the same taxes that a Non-Indigenous person does.
 7. Who pays for the Duty to Consult process?
 - a. Ontario, as a representative of the Crown, has an obligation to consult with Métis people (and members of First Nations and Inuit communities) where its actions may adversely affect the group's constitutional or treaty rights. While both the Federal and Provincial Governments are obligated to ensure that the Métis government can participate in the process, they are not fiscally responsible for the process.

Additional Resources

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- Growing success: Assessment, evaluation, and reporting in Ontario's schools, kindergarten to grade
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Parliament of Canada. The branches of government. (n.d.). Learn About Parliament.

[https://learn.parl.ca/understanding-comprendre/en/canada-system-of-government/
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