

Manitoba Crafts Museum and Library

C2 Centre for Craft

1-329 Cumberland Ave, R3B 1T2

204-615-3951



Manitoba Symbols

Program Overview

Using one-of-a-kind artifacts from MCML's collection students will learn about symbols of Manitoba and the people who made them. This program examines the Manitoba Sampler, the Manitoba Tartan, and the Metis sash, all of which have unique histories. From natural history to industry, the Manitoba Sampler showcases the symbols we use to represent the province of Manitoba. The Manitoba Tartan harkens back to the Scottish settlers who started the Red River Settlement and their impact on the province. We will also explore the rich Metis culture with the help of the Metis Sash. This program will explore themes of symbolism, identity and their relation to craft.

Duration

2 hours

Grades

This program is suitable for grades 1-6 and 10-11.

Learning Objectives

- To recognize symbols of Manitoba and Manitoban identity.
- To recognize that craft practices are an important part of cultural identity.
- To understand the craft practices and techniques of weaving and embroidery.

Activities

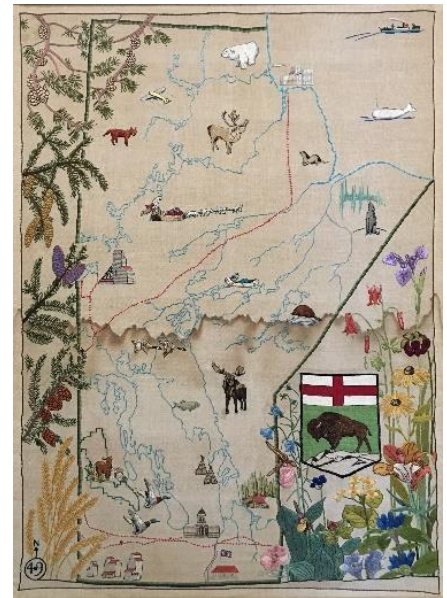
Bookmark Embroidery: Students will be able to try their hand at embroidery. Following the provided template, students will embroider a bookmark using simple stitches.

OR Cardboard Weaving: Using a cardboard loom, students will try weaving techniques used in tartan weaving and will be able to create their own weaving.

In addition to facilitating hands-on activities during the program, MCML provides pre-visit information and post-visit follow-up activities for teachers to enhance and extend the students' learning experience.

Contact Us!

For more information or to book a school program please contact mcml@c2centreforcrafft.ca or call 204-615-3951.



Curriculum links

GRADE 1	
<u>Social Studies</u>	<u>Indigenous Education</u>
<p><u>Cluster 1:</u></p> <p>KI-009 Describe ways in which their family expresses its culture and identity.</p> <p>VI-003 Respect the stories, traditions, and celebrations of others.</p> <p>VI-005 Value the stories, languages, traditions, and celebrations of their families and communities.</p> <p>KH-017 Give examples of traditions and celebrations that connect them to the past.</p> <p>VH-009 Value the stories of the past as an important way to learn about the present.</p> <p><u>Cluster 3:</u></p> <p>KI-011 Identify similarities between diverse communities</p>	<p>4.1.3 A-2 Identify types of Aboriginal art and crafts.</p>

GRADE 2	
<u>Social Studies</u>	<u>Indigenous Education</u>
<p><u>Cluster 1:</u></p> <p>KH-016 Name natural resources in their local community.</p> <p>KH-025 Relate stories of significant events in the local community's past.</p> <p>VH-008 Value personal connections to stories of their community's past.</p> <p><u>Cluster 2:</u></p> <p>KH-028 Recognize that many people came to Canada from other parts of the world to establish communities.</p> <p>KL-020 Give examples of natural resources in communities studied.</p>	<p>4.1.3 A-2 Identify types of Aboriginal art and crafts.</p>

<p>KE-036 Give examples of goods produced in Canadian communities.</p> <p>KE-037 Describe different types of work in Canadian communities studied.</p> <p>KC-002 Identify significant Canadian and Manitoban symbols.</p>	
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GRADE 3	
<u>Social Studies</u>	<u>Indigenous Education</u>
<p>Cluster 1:</p> <p>KI-007 Identify factors that may influence their identities.</p> <p>Cluster 3:</p> <p>KE-035 Give examples of work, goods, and technologies in communities studied.</p> <p>VE-012 Value the contributions individuals make to their communities.</p> <p>KI-009 Define the elements that constitute a culture.</p> <p>KI-011 Give examples of cultural expression in communities studied.</p> <p>Cluster 4:</p> <p>KH-022 Recognize that communities change over time.</p>	<p>4.1.3 H-4 Discuss Aboriginal contributions to the history of Manitoba (e.g. place names, art, parks, historic sites, symbols, stories, guidance to early settlers)</p> <p>4.2.3 A-4 Locate on a map and identify major natural resources in Canada.</p>

GRADE 4	
<u>Social Studies</u>	<u>Indigenous Education</u>
<p>Cluster 2:</p> <p>KC-001 Describe Canadian and provincial or territorial symbols and monuments.</p> <p>Cluster 3:</p> <p>KL-020 Locate on a map and describe geographic features of Manitoba.</p>	<p>4.1.3 A-4 Describe various types of Aboriginal art and crafts.</p>

<p>KI-009 Describe the influence of various factors on their identities.</p> <p>VI-004 Value the artistic and cultural achievements of Manitobans.</p> <p>KI-006 Give examples of diverse artistic and cultural achievements of Manitobans.</p> <p>Cluster 4:</p> <p>KH-035 Describe ways in which life in Manitoba has changed over time.</p> <p>VH-009 Appreciate the significance of history in their lives.</p> <p>Cluster 5:</p> <p>KH-038 Describe changes in ways of life in the last century in the north.</p>	
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GRADE 5	
<u>Social Studies</u>	<u>Indigenous Education</u>
<p>Cluster 4:</p> <p>KI-011 Describe ways in which migration to another country or contact with other cultures may affect identities.</p> <p>VI-006 Appreciate the historical roots of the multicultural nature of Canada.</p> <p>KH-039 Describe the reasons for, main events of, and impact of the Selkirk Settlement of the Red River.</p> <p>VI-004 Appreciate Canadian history and geography as important contributors to personal identity.</p>	<p>4.1.2 D-6 Give examples of forms (e.g. stories, art, crafts, celebrations, ceremonies) through which Aboriginal culture is expressed.</p> <p>4.1.3 D-6 Describe an innovation, traditionally used by Aboriginal peoples of Manitoba, from one of the following categories: transportation, shelter, hunting, gathering and preparing food, and making garments.</p>

GRADE 6	
<u>Social Studies</u>	<u>Indigenous Education</u>
<p>Cluster 1:</p> <p>KH-031 Identify events and issues related to the construction of the Canadian Pacific Railway.</p>	<p>4.1.2 D-6 Give examples of forms (e.g. stories, art, crafts, celebrations, ceremonies) through which Aboriginal culture is expressed.</p>

<p>KI-008 Identify various groups that immigrated to Canada in the late nineteenth and early twentieth centuries and give reasons for their emigration.</p> <p>Cluster 2:</p> <p>KH-037 Describe changing roles for women in Canada from 1914 to 1945.</p> <p>KE-057 Give examples of the impact of technological development on life in Canada from 1914 to 1945.</p> <p>Cluster 3:</p> <p>KE-059 Give examples of inventions and technologies created in Canada.</p> <p>Cluster 4:</p> <p>KI-019 Give examples from the arts and media that are expression of Canadian culture and/or identity.</p> <p>VI-009 Appreciate the arts as important expressions of culture and identity.</p> <p>KI-016 Describe factors that shape personal and national identities and explain how they may coexist.</p>	<p>4.1.3 D-6 Describe an innovation, traditionally used by Aboriginal peoples of Manitoba, from one of the following categories: transportation, shelter, hunting, gathering and preparing food, and making garments.</p>
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GRADE 10	
<u>Social Studies</u>	<u>Indigenous Education</u>
<p>Cluster 1:</p> <p>KL-013 Locate provinces, territories, and capital cities on a map of Canada.</p> <p>S-200 Select information from a variety of oral, visual, material, print, or electronic sources, including primary and secondary.</p> <p>KI-003 Explain the relationship between place and identity.</p> <p>KL-016 Locate on a map of Manitoba global environmental types found in Manitoba.</p> <p>Cluster 2:</p> <p>KL-019 Identify major natural resources on a map of the world, a map of North America, and a map of Canada.</p> <p>KH-033 Identify factors that influence the changing use of natural resources over time.</p>	<p>4.1.1 C-10 Give examples of traditional Aboriginal practices (e.g. ceremonies, transportation) still in use today.</p>

GRADE 11

Enduring Understandings:

- Immigration has helped shape Canada's history and continues to shape Canadian society and identity.
- The relationship between First Nations, Metis, and Inuit peoples and non-Aboriginal peoples moved from *autonomous co-existence* to *colonialism* to the present stage of *renegotiation and renewal*.

Essential Questions:

11.1.0: What is history and why do we study it?

- Develop awareness of Canada's global interconnectedness
- Understand the diversity and range of human experience
- Understand how the discipline of history is constructed

11.2.2: How did the fur trade, European settlement, and the rise of the Metis nation transform life for the peoples of the Northwest?

- Selkirk and Red River settlement (1812)
- Metis reaction to the Selkirk Settlement
- Selkirk Treaty

Historical Thinking Concepts:

- Establishing significance
- Use primary sources
- Take historical perspectives