



Foundational Knowledge Overview - Culture & Traditions

As an Educator I should know...

Many Canadians believe Métis traditional food is limited to bison, pemmican, and bannock. This is not the case. Métis culinary skills are creative, and there is a lot of variety in Métis dishes. Celebrations especially feature a diverse spread of delicious food. Gathering to share food brings the community together. Whether fresh preparation, canning, or drying meats and fish, food preparation is a special part of Métis family life and a time of bonding.

Métis believe that sharing what you have is an important value, and this value is expressed in the culinary culture of Métis people. Many meals include fresh-baked bannock which is often devoured quickly. Many say it tastes best with butter and homemade saskatoon berry jam. Métis families often prepare wild meat, and when a family has extra meat it is traditional, even today, to share the extra meat with their family and the wider community—especially with those in need.

Some Métis have a tradition to set out an extra table setting with fine cutlery, plates, and food at holiday feasts. After the meal, the set-aside food is put into the fire for “those who went before us.” These practices are part of the Métis value of generosity, and also of honouring their ancestors—these key aspects of Métis tradition are maintained through culinary culture.

Another Métis custom relating to food is that when a Métis child shoots or snares their first animal, the child will have a feast prepared for them, where the family and community gather to celebrate the success of the harvest.

Food is not just for sustenance; Métis communities also view food to be medicine. Métis soup recipes are known to have healing properties; they prevent many illnesses by including a variety of nutritious foods in a single pot.

There are many different Métis recipes, and these recipes vary between communities, families, and regions of residence. One common feature of Métis recipes is that they do not include a set, perfectly measured ingredient list. Like traditional stories, languages, and music, Métis recipes are taught and learned through oral tradition. Learning orally means that the learner witnesses the preparation and develops the skill of approximating the balance of ingredients. The best way to learn about Métis food is to join a Métis gathering, enjoy the food, and listen to Métis people tell stories about the foods their family's treasure!



Baked Beaver Tail

Many Canadians know the beaver tail dessert that is very similar to the elephant ear – this is not a dessert! This dish is made with actual beaver tail! It is rich in fat, and when it is prepared it is set above baking potatoes to provide a tasty flavour to them.

Bee's Milk

When a cow has just calved, the second milking of the cow is collected and often used to make flan. It is called bee's milk because of the yellowish color.

Dandelion Wine

This wine is a combination of dandelion blossoms, water, yeast, sugar, raisins, lemons, oranges, and rum. Creating it is a two week process!

Cranberry Ketchup

Métis ketchup goes especially well with cold meats. It is created using cranberries, onions, sugar, vinegar, and a few spices and peppers.

Rubaboo

Rubaboo is a Métis stew. It is made using a variety of meats, including rabbit or sage hen, and many vegetables. These include some of the commonly known vegetables such as onion, turnip, asparagus, and potato, as well as lesser known foods such as sage, bulrush root, cattail heads, pine nuts, and day lily roots. In winter, dried fruits and vegetables were added.

Suckerheads

Boiled suckerheads are a delicacy for many Métis. In spring, it is a contest between the Métis and the bears to harvest suckers at the stream! When the bear scoops one out of the stream, he collects them in a neat pile offshore, eats the heads, then leaves the rest of the fish for ravens to eat.

Excerpt from Foundational Knowledge resource: Culture and Traditions

Title/Unit Culture & Traditions B is for Bannock	Time Frame <ul style="list-style-type: none"> 40 minutes if bannock is premade (can make lesson shorter or break up into segments for younger students) 50-60 minutes if making bannock
Grade/Subject K-4 Social Studies	Topic(s) Identity/Culture/Diversity/Community



Métis Education Themes

- ☐ Languages of Métis
- ✓ **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

Competencies

Critical Thinking • Problem Solving • Managing Information • Creativity and Innovation • Communication • Collaboration • Cultural and Global Citizenship • Personal Growth and Well-Being

Vocabulary/Terms

Bannock - an unleavened flat bread

Bison - a large, shaggy, hoofed animal. *Bison* are mostly native to North America, though there is one species found in Western Europe and Central Asia. The most common type of bison is also called a *buffalo*, and it's the largest land animal in North America. Bison tend to travel in herds and periodically wallow in dirt to keep themselves cool and free of parasites, and while they're generally slow-moving, they can run as fast as 35 miles per hour when they want to.

Diversity - the state or fact of being diverse; difference; unlikeness: *diversity of opinion*, variety; multiformity.

Fur Trade - An important economic activity that took place in British North America between the 16th and 19th centuries, involving the buying and selling of animal pelts, primarily beaver.

Gathering - assembly of people; typically a celebration

Identity - Sense of belonging to a community or group, established and strengthened through common characteristics and interests.

Indigenous - Indigenous peoples within the boundaries of Canada are comprised of First Nations, Inuit and Métis.



Kitchen Party - a community gathering with a potluck, music and dancing.

Kohkom - grandmother in Cree language

Métis: "Métis means a person who self-identifies as Métis, 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>

Michif - Michif is a blended language of both French nouns and Cree verbs. It uses the language structure of both languages to communicate the unique culture and identity of Métis people.

Moshom - grandfather in Cree language

Pemmican - dried meat pounded into a powder and mixed with hot fat and dried fruits or berries, pressed into a loaf or into small cakes

<https://www.vocabulary.com>

<https://www.dictionary.com>

<https://education.alberta.ca/media/3273004/social-studies-k-6-pos.pdf>

Ticket Out - choice of questions:

- Why was bannock a staple food for Métis families, hunters & trappers?
- Choose one respected adult to share your bannock with. Why is sharing important?
- Why is it important to get together with other people? Where do we get together with others?
- List the ingredients that are in bannock.
- What is your favourite topping for your bannock?
- Can you think of another topping that might taste good on bannock?

Assessment FOR Learning

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

Assessment OF Learning

Students are able to respond orally or in writing to questions that speak to identity, shared experiences, and diversity.

Differentiation/Adaptations

- Have bannock made ahead of time.
- Have prepackaged bannock - students can write messages in Cree/Michif - to share with others.
- Use Bis-quick Gluten-free mix - for students who are Gluten-free, and speak to parents of student on how to best accommodate.
- Have options of baked or fried bannock.

Approx. Time	Activity	Materials/Text References
15 - 20 minutes	<p><u>Teacher Prep</u></p> <p>Send a note home prior to your lesson informing families that you will be sharing bannock in your class. There may be a relative who wants to assist you (recommended!) or make bannock ahead of time. You may end up with well loved family recipes!</p> <p>Review Powerpoint slide visuals if using. There are optional extension activities within this one lesson. Plan according to your classroom needs.</p>	<ul style="list-style-type: none"> • Bannock ingredients: flour, salt, baking powder, water, vegetable oil (vegetable oil for frying) • ziploc bags (large and sandwich size) • oven or electric frying pan • mixing bowls/measuring cups • Bisquick gluten-free mix(if required) • paper towel • topping for bannock: jam, butter, parmesan cheese, etc <p>Decide prior to lesson, whether you will make bannock ahead of time, in small groups with support, or as an entire class. Do you have access to an oven? Or will you use an electric frying pan? (use of an electric frying pan is a one adult job - not recommended to have students close). It is beneficial to have some bannock and/or dough made ahead of time. Bannock can be mixed by hand in a bowl and kneaded with flour on a table. Alternately, you can have students knead the dough in a large ziplock bag for less mess.</p>
5-7 minutes	<p>Slide 1</p> <p>Introduction</p> <p>B is for Bannock</p>	<p>Activate prior knowledge by asking students if they know what bannock is. If they do not know, ask, What do they think it is? Give hints: it is a food, etc. Chart answers. Optional: Bannock starts with B - what others words can you think of that start with B? What other foods can you think of that start with B? There are picture books listed below that you could read ahead of time or during as well.</p>
2-3 minutes	<p>Slide 2</p> <p>Bannock is a simple flat bread</p>	<p>Why is it important that Bannock was made with simple ingredients and easy to make? Quick meal, portable, affordable, did not spoil easily, etc.</p>
2-3 minutes	<p>Slide 3</p> <p>Importance of Bannock</p>	<p>Importance for trappers and hunters was to have a food that transported easily. Are there foods that we eat that are easy to take</p>



2-4 minutes	Slide 4 Historical information	with us to school? To our sports events? In the car? On a plane?
2-3 minutes	Slide 5 What ingredients go into bannock?	Bannock goes back to the days of the fur trade and the introduction of flour by explorers and fur traders. Indigenous people used flour and made it into their own recipe.
3-4 minutes	Slide 6 Are there other foods that you eat that are similar to bannock?	Use powerpoint slide visuals and/or real ingredients for students to identify.
1-3 minutes	Slide 7 Ways to cook bannock?	Have students answer orally in a group, with their elbow partner, or generate lists as a group, with a partner, or on their own.
3-5 minutes	Slide 8 How should we eat our bannock? What toppings should we have?	What way do you think that we will make bannock today? Or how do you think the bannock that we will be eating today was made?
6-20 minutes	Slide 9 Bannock recipe	Accept all answers. Have fun with this one! Optional: chart answers I like to eat my bannock with _____ Mark likes to eat his bannock with _____ Students can journal after or create a simple picture book as an extension activity.
		Decide prior to lesson, whether you will make bannock ahead of time, in small groups with support, or as an entire class. Do you have access to an oven? Or will you use an electric frying pan? (use of an electric frying pan is a one adult job - not recommended to have students close). <i>It is beneficial to have some bannock and/or dough made ahead of time.</i> Bannock can be mixed by hand in a bowl and kneaded with flour on a table. Alternately, you can have students knead the dough in a large ziploc bag for less mess.



4-7 minutes	<p>Slide 10 Bonding/Importance of sharing</p>	<p>*what will students be doing while bannock is cooking? (Mindful colouring, reading, journals, creating simple picture books, watching a video “awasis and the world famous bannock”, listening to a story about bannock (*see resources), out for recess?).</p> <p>Discussion of the importance of bonding and sharing and how families may do this. The word kohkom means grandmother in Cree and the word moshom is grandfather in Cree. Do your students have a variety of names they call people in their family?</p> <p>Métis across the nation have four living languages today: Michif, Cree, English and French.</p> <p>Michif is a blended language of both French nouns and Cree verbs. It uses the language structure of both languages to communicate the unique culture and identity of Métis people. http://www.metismuseum.ca/michif_tools.php</p>
3-6 minutes	<p>Slide 11 Who will you share your bannock with?</p> <p>Slide 12 Option to write notes to go with your bannock</p>	<p>Who will you share your bannock with?</p> <p>This activity can be done with this lesson or at anytime! Notes can be put in ziploc bags or use sharpies to draw and write directly on ziploc bags. Alternately can be a separate lesson making flash cards or friendship cards.</p>
4-7 minutes	<p>Slide 13 What topping did you like best on your bannock?</p>	<p>This is a great opportunity for students to create a survey and ask each other, “What topping did you like best on your bannock?” A variety of graphing activities can be incorporated into the conclusion of the lesson (tally marks, picto-graphs, bar graphs, collecting and analyzing information, etc).</p>



<p>3-5 minutes</p>	<p>Conclusion/Wrap-Up</p> <p>Slide 14 Enjoying food together helps build community</p>	<p>When people gather together it connects us as a community. Community helps to build a sense of belonging. We learn about each others likes and dislikes. If someone does not like the same things as us - we can still be friends and part of a community. What I like makes me unique. What my friends like makes them unique.</p>
<p>Extension Activities</p> <ul style="list-style-type: none"> • ELA - Create an alphabet book (favourite foods), I like a (apple), b (bannock) ... • Math - Can you double a recipe? Divide it in two? What would the measurements look like? Data collection & graph design. • Social Studies/ELA - Plan a Métis gathering or kitchen party? Who would you invite? What would you serve for food? What kind of entertainment or activities would you have? • Social Studies/Art - Draw/Create a visual of your family, extended family. Do you have different names that you call them? (example: Grandpa, Opa, Moshom, Grandpère) 		
<p>Resources/Links/Videos</p> <p>Picture Books: THE BANNOCK BOOK by Linda Ducharme AWÂSIS AND THE WORLD-FAMOUS BANNOCK by Dallas Hunt (Video: https://www.youtube.com/watch?v=vN5mbDaspHs) I CAN'T HAVE BANNOCK BUT THE BEAVER HAS A DAM by Bernelda Wheeler GRANNY'S GIANT BANNOCK by Brenda Wastasecoot</p> <p>Quick Bannock video: https://www.youtube.com/watch?time_continue=1&v=U5xxbEROs94</p> <p>Bannock and Canada's First Peoples article: http://fooddaycanada.ca/featured-article/bannock-canadas-first-peoples/</p> <p>Michif dictionary/Gabriel Dumont Institute http://www.metismuseum.ca/michif_tools.php Definition of Métis http://albertametis.com/wp-content/uploads/2018/03/NationalDefinitionofMetis.pdf</p> <p>The Métis Alphabet Book Study Prints https://gdins.org/me/uploads/2019/03/Catalog-2019-Low-Res-March-2019.pdf</p>		
<p>Credits: Rupert's Island Institute - Métis Centre of Excellence, Education Team (2020)</p>		

