

**Book Title:** *Belle of Batoche*

**Authors:** Jacqueline Guest

**Artwork/Illustrations:** June Lawrason

**Annotation:** This is the story of friendship, honesty and integrity within the context of the historical attack of the Canadian government on the Métis of Batoche, MB in 1885. It is a great novel study for Division II or part of a text set for an author study on Jacqueline Guest.

**Concepts at a Glance:**

- ✚ Family, Friendship and Honesty
- ✚ Cultural Identity
- ✚ Métis History, Canadian History, Governance

**Text Set on Louis Riel:** Rebel Leader, The 10 Most Significant Crossroads in Aboriginal History, Louis Riel A Comic-Strip Biography (Brown), Western Expansion (Flip Perspectives), etc.

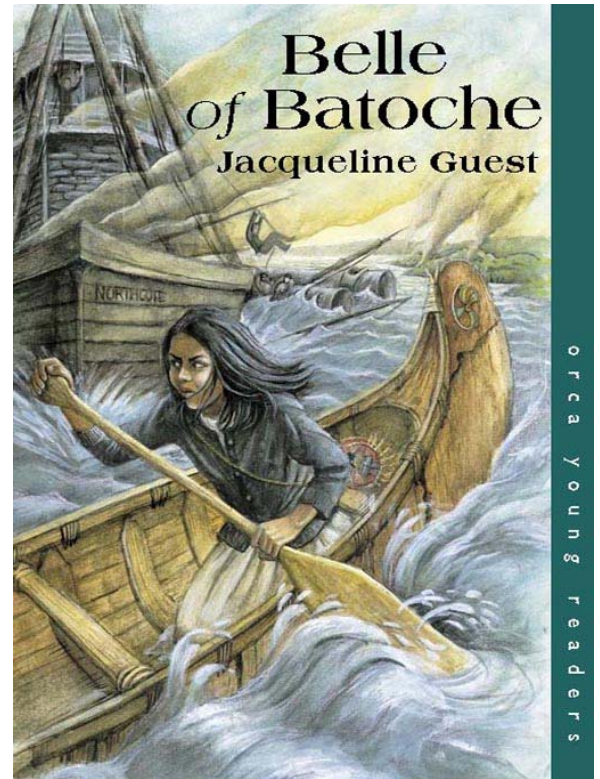
**Text Set on Author Jacqueline Guest:** Outcast of River Falls, Ghost Messages, Triple Threat, etc.

**Links to Explore:**

- The Virtual Museum of Métis History and Culture, <http://www.metismuseum.ca/>
- Michif Métis Museum, <http://www.michifmetismuseum.org/>
- A Métis Museum: Michif Cultural and Resource Institute, [http://www.stalbert.ca/uploads/files/our\\_government/city\\_council/City%20Council%20Agenda%202009/May%204/3a\\_Appointment\\_MichifInstitute.pdf](http://www.stalbert.ca/uploads/files/our_government/city_council/City%20Council%20Agenda%202009/May%204/3a_Appointment_MichifInstitute.pdf)
- Home page of author <http://www.jacquelineguest.com/>

**Projects, Ideas and Activities:**

1. Research historical documents and create a map of Batoche.
2. Write a Batoche newspaper report on the aftermath of the battle and the missing bell.
3. Choose a character (i.e. Belle, Sarah, Madame Couteau, Belle's mother, etc.) and write a journal entry from their point of view.
4. Watch a video on Métis history that includes the battle at Batoche and the context within the conflict between the Métis and the Canadian government.
5. Listen to traditional Métis fiddling music (i.e. the Red River Jig). Invite a special Métis guest to teach the class how to do the Red River Jig.



## Belle of Batoche - Curricular Links

### Social Studies General Outcomes

- ✚ 4.2 The Stories, Histories and People of Alberta
- ✚ 5.2 Histories and Stories of Ways of Life in Canada
- ✚ 5.3 Canada: Shaping an Identity

### Social Studies Skills and Processes

- ✚ Engage in active inquiry and critical and creative thinking.
- ✚ Engage in problem solving and conflict resolution with an awareness of the ethical consequences of decision-making.
- ✚ Apply historical and geographical skills to bring meaning to issues and events.

**Program Foundations:** Core concepts of Citizenship and identity, Aboriginal perspectives and Experiences, Pluralism: Diversity and Cohesion, Issues-Focused Approach to teaching.

### Health and Life Skills: 4.7-9.7 Interactions

- ✚ Students will demonstrate effective interpersonal skills that demonstrate responsibility, respect and caring in order to establish and maintain healthy interactions.

### Music: LISTENING

- ✚ To develop the ability to make aesthetic judgments based on critical listening and analysis of Music (Red River jig, fiddling music).

### Physical Education

#### General Outcome A4-8, 5-8, 6-8

- ✚ Select, perform and refine basic dance steps and patterns (i.e. creative, folk, line, sequence and novelty, alone and with others).

### English Language Arts

#### 2.2 Respond to texts

- ✚ (5) Make connections between fictional texts and historical events.
- ✚ (7) Identify and explain the usefulness, effectiveness and limitations of various forms of oral, print and other media texts.
- ✚ (8) Write and represent narratives from other points of view.

#### 3.2 Select and Process

- ✚ (5-9) Use a variety of sources to obtain information.

#### 4.3 Present and Share

- ✚ (5-9) Present ideas and opinions confidently, but without dominating the discussion, during small group activities and short, whole class session.

#### 5.1 Appreciate Diversity

- ✚ (5-9) Discuss personal understanding of the lives of people or characters in various communities, cultural traditions, places and times portrayed in oral, print and other media texts.

