



What is Métis Worldview?

An Introduction to Keeoukaywin and Wâhkôhtowin

*B*efore we begin to understand Métis worldview, let us pause in gratitude. It is important to acknowledge first the ones who came before us. The ones who spoke our language, defended our Michif ways, our land, and our sovereignty. This gives us a moment to be in relationship with those who have come before us in a manner of reciprocity. We do this to honour the knowledge and the stories that they have been preserved and gifted to us. Without them, we could not discuss worldview or ways of knowing. They were the keepers of stories. Now they ask that we keep traditions alive; that we share these stories, whether in print, through oral tradition or in academic writing. We share the stories with one another through keeoukaywin, which Métis scholar Janice Gaudet refers to as the “Visiting Way.” It is when we sit and listen to understand, not to respond. We listen with reverence and honour so that the knowledge that is being shared is a sacred bond between teacher and student. This is the cycle of reciprocity.

*W*âhkôhtowin is a Cree word adopted into the Michif language. Its teachings are rooted in kinship and relationship; that all living beings are interconnected. Through these interwoven connections, we are responsible for caring for one another in the way of reciprocity.

Métis Elder Maria Campbell shares that “Wâhkôhtowin meant honouring and repeating kinship relationships. They are our stories, songs, ceremonies and dances that we are taught from birth to death our reciprocal obligations to each other. Human to human, human to plants, human to animals, the water and especially to the earth. And in turn all of creation has responsibilities and reciprocal obligations to us.”

When engaging with Métis literature, let's ask ourselves these questions: how can I weave the teaching of interconnectedness of all being into my teaching practice? How can I share the importance of kinship with my students?

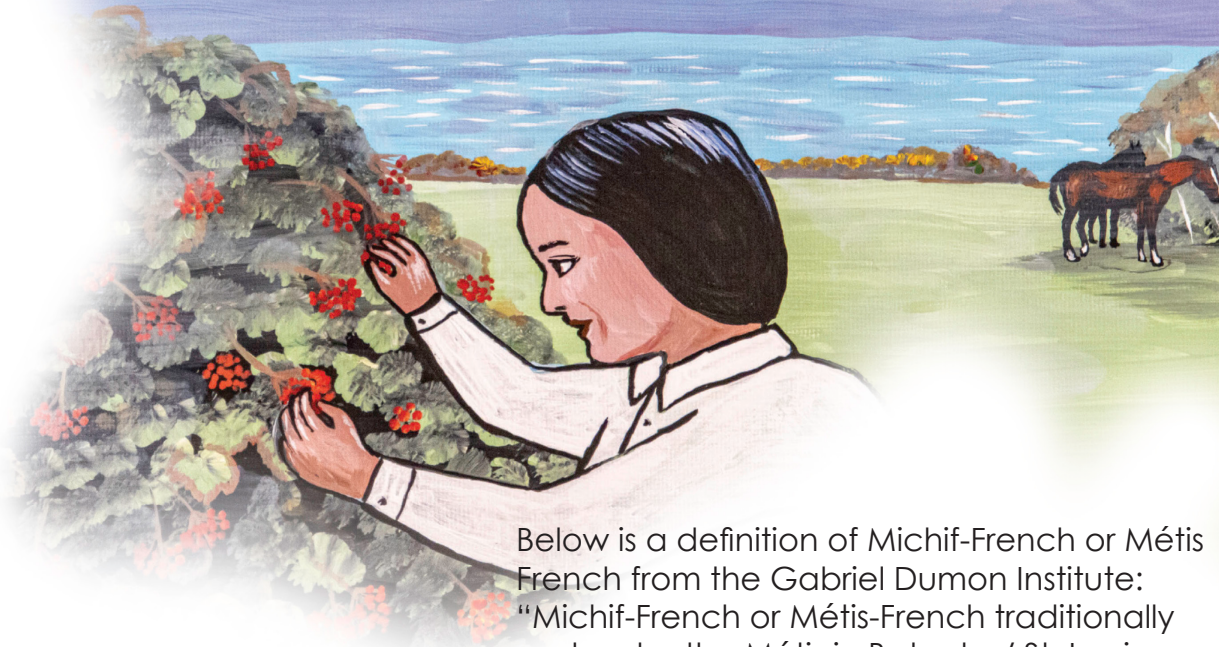
Allow yourself a moment to reflect on the Métis worldview, go for a walk outside, or set an intentional act of relational renewal with the land. It's important to wake-up the spirit of Wâhkôhtowin.



Stinky Sock Jam

Laa konfichur dii baa saal

Written by Doris McDougall Illustrated by Lucille Scott



Overview of the story

In *Stinky Sock Jam*, Doris McDougall, a Michif Elder, shares a childhood memory of an adventurous horseback trip she took with her sister Marina and their mother to gather cranberries. The story highlights Métis food traditions and a deep connection to the land, as they collect high-bush cranberries growing near their farm. The berries are made into jam that they use to eat with their bannock. The book also includes a recipe for bannock and cranberry jam/jelly, allowing readers to experience these traditions firsthand. *Stinky Sock Jam* includes a translation in Michif-French as spoken by the Métis of St. Louis, Saskatchewan. This charming and humorous vignette of Métis life is brought to life by Lucille Scott's beautiful illustrations.

Below is a definition of Michif-French or Métis French from the Gabriel Dumon Institute: "Michif-French or Métis-French traditionally spoken by the Métis in Batoche/ St. Louis, Saskatchewan; St. Laurent, St. Eustache and St. Ambroise, Manitoba; and Lac La Biche, St. Paul and St. Albert, Alberta – is considered by linguists to be a dialect of Canadian French. However, Michif-French is not easily intelligible to Francophones. It differs from standard Canadian French in a number of ways, including its borrowing of Cree and Saulteaux syntax (but only a few words), and its different French vocabulary, vowel pronunciation, and possessive construction. Michif-French is likely the ancestor language of Michif-Cree since both languages have nearly identical French components (and both clearly evolved from the French spoken by French-Canadian voyageurs). Until recently, Francophones stigmatized Michif-French speakers for speaking 'bad' French in communities such as St. Laurent and St. Eustache, Manitoba. Consequently, the language was not handed down to succeeding generations. Like Michif-Cree, Michif-French is spelled phonetically, and does not have a standardized orthography."



Métis Cultural Connections

Below are listed six (6) traditional cultural ways in which the Métis have lived and continue to live. The questions created are for the teacher to use to connect the traditional ways of the Métis to contemporary readers. The questions can be posed while reading the book to the class or you can discuss the questions after the book is read.

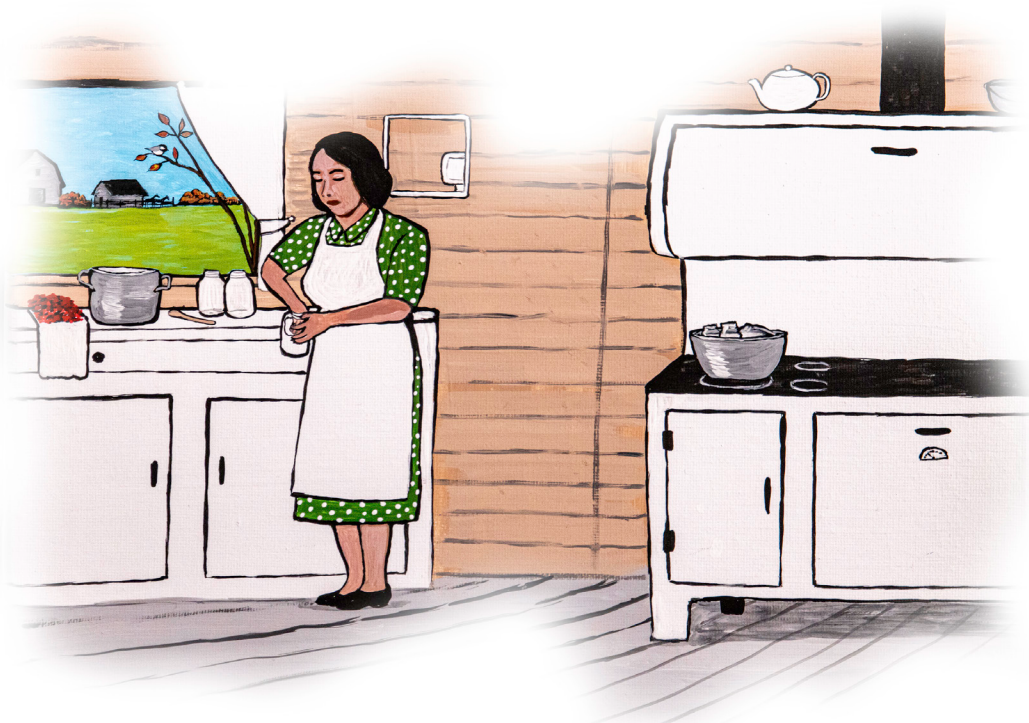
1. **Wâhkôhtowin:** (kinship and land connection) How are the behaviours of the characters practicing Wâhkôhtowin? How do they live in harmony with the land? What are their connections to each other, to their natural surroundings?

2. **Gathering berries:** When are cranberries harvested? Are there other berries that you can harvest in the fall? What kind of jams can you make from berries that grow in Saskatchewan? What is your favourite jam? Have you ever made jam?

3. **Bannock and tea:** Bannock is a traditional and contemporary flat bread that the Métis and First Nations people eat. Do you have a special bread that you eat with your family? Have you ever made bread? Do you have a favourite bread that you like to eat? Tea is a traditional and contemporary Métis drink. Have you ever harvested plants or berries from the land to make tea? Have you had the opportunity to enjoy a cup of tea?

4. **Storing food:** How is the food stored? What would a cold room look like? What type of food is stored in the cold room? How is a cold room different than a fridge?

5. **Woodstove:** How does a woodstove work? Have you ever cooked food over a fire? What kind of stove do you have in your home?



What is STEAM Education?

STEAM Education encompasses Science, Technology, Engineering, Arts and Math. Through intertwining these subjects, it encourages students to engage in inquiry, dialogue and critical thinking.

Why use STEAM Education?

STEAM lesson plans support the development of cognitive skills such as critical thinking and problem solving. This approach encourages students to design and create solutions. This approach brings subjects together to see how questions of inquiry can demonstrate the interconnectedness of everything and how they are in relationship with one another. It closely parallels the Métis worldview of Wâhkôhtowin.

Curriculum Connections

Using the book, *Stinky Sock Jam* and STEAM Education, this teacher guide covers the following subjects in the Grade 2 Saskatchewan curriculum. However, it can be modified to best suit the teacher's needs.

Science: (Technology and Engineering)

LS2.1 Investigate properties (e.g., colour, taste, smell, shape, and texture) of familiar liquids and solids.

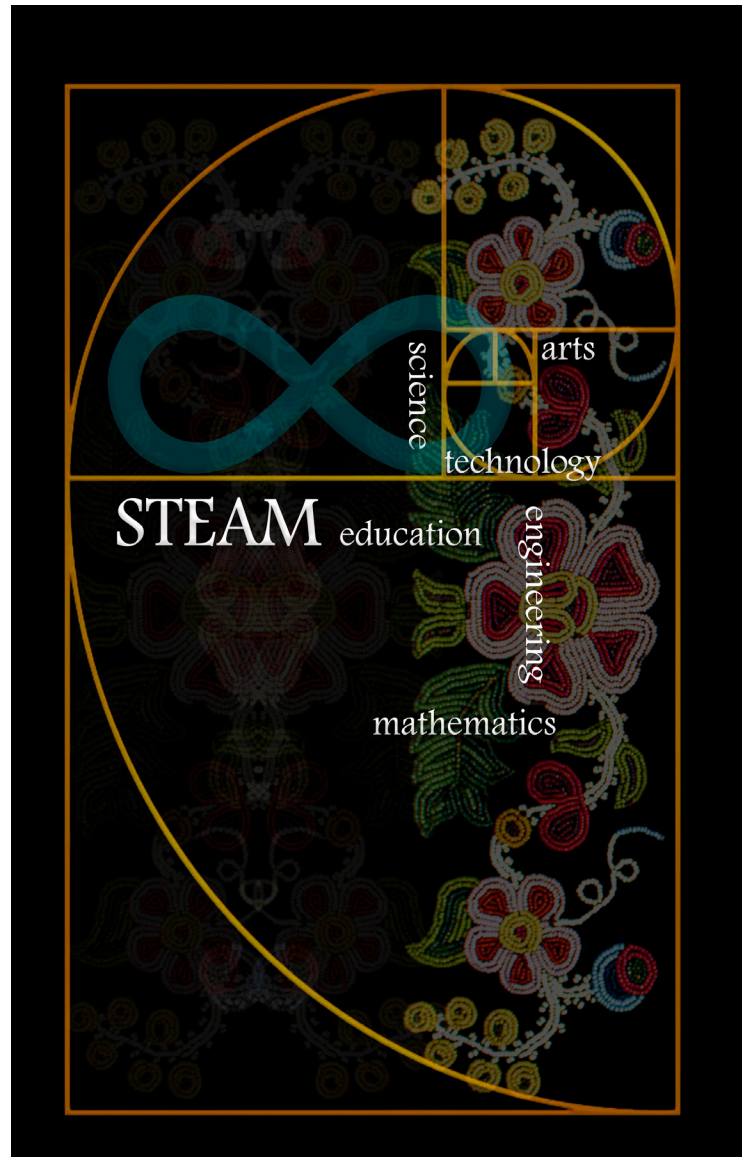
LS2.2 Investigate interactions between liquids and solids, and technologies based on those interactions.

Art: CP2.1 Create and connect dance phrases using ideas about community as stimuli (e.g., our school, community events, farm life, city life, cultural heritage.)

CP2.8 Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects, painting.)

Math: N2.1 Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by: representing (including place value) and estimating with referents.

SP2.1 Demonstrate understanding of concrete graphs and pictographs.



Guide for Curriculum Activities

Science: LS2.1 Investigate properties (e.g., colour, taste, smell, shape, and texture) of familiar liquids and solids.

Activity: Making Jam: liquids to solids, changes in density

After reading the book and discussing what happened in the story, look at the recipe in the back of the book about cranberry jam and jelly on page 25. Choose the jelly. In the recipe, it separates the solids and liquids and will best support LS2.1 and LS2.2 by investigating interaction between liquids and solids through the creation of cranberry jelly.

Properties to Investigate Solids and Liquids

Colour: What colour is it?

Taste: Is it sweet, salty, sour, or bitter?

Smell: Does it have a strong smell, no smell, or a pleasant smell?

Shape: Does it keep its shape, or change its shape?

Texture: How does it feel? Smooth, rough, hard, sticky, soft?

Questions for LS2.1

Liquids to solids. Density: What dissolves in water? Observe how different solids interact with water.

Identify which materials dissolve and which do not dissolve.

Dissolve: When a solid disappears into a liquid (sugar)

Making Jam: What happens to density of the liquids?



Technology: LS2.2 Investigate interactions between liquids and solids, and technologies based on those interactions.

Engineering: Problem—How do you separate the flesh and seeds to create juice for cranberry jelly?

Cotton bag: In this video, the method they construct is cotton bag hanging from a rod. This allows the seeds and skins to be separated and create juice.



How to Make Highbush Cranberry Jelly

Strainer: The recipe in page 25 of *Stinky Sock Jam* uses a strainer. Different sizes of strainers can be used to see which strainer is most effective. Also, you can try building your own strainer out of cheesecloth or recycled pop bottles.

Activity: Making Jam: choosing tools to solve problems

What types of tools can we use?

Different methods to make jelly: Which method would work best?

Which method will be quickest?

Which method would be most efficient?

Art: CP2.8 Create art works using a variety of visual art concepts (e.g., secondary colours), forms (e.g., collage, drawing, painting, sculpture, mobile, traditional art), and media (e.g., paper, found objects or paint).

Suggested activities: Painting

Students can paint landscapes similar to the landscapes in the book.

Students can paint something that they like from the book.

Berry/nature painting: Use the leftover cranberry juice and cranberries from the jam making to do berry painting. You can add other natural colours, with the list of suggestions below. To thicken the paint, add small amounts of flour or powdered sugar. This is a great opportunity to discuss the gifts of the earth and how we can practice gratitude for everything that we receive from nature.

Cranberries: red

Blueberries: blue

Raspberries: red/dark pink

Ground turmeric and water: yellow

Tumeric and cranberries and water: brown

Spinach boiled in water: green



Math: Cranberry Estimation & Class Graph

Activity: In *Stinky Sock Jam*, the family spends time picking cranberries. Today, we'll become mathematicians by estimating how many cranberries are in a jar, then comparing our guesses to the actual amount. The teacher will choose the number of cranberries the students are estimating.

Outcomes:

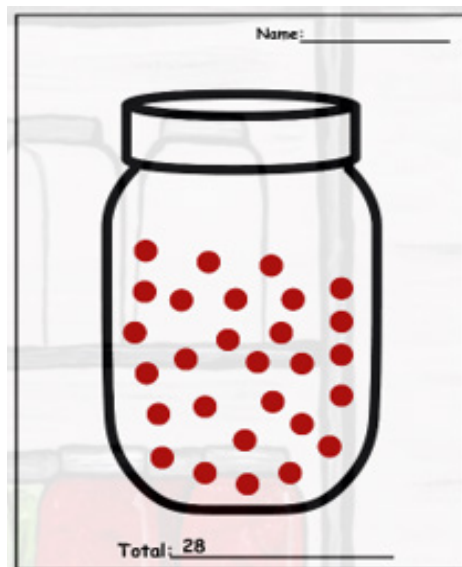
N2.1 Demonstrate understanding of whole numbers to 100 (concretely, pictorially, physically, orally, in writing, and symbolically) by representing (including place value) and estimating with referents

SP2.1 Demonstrate understanding of concrete graphs and pictographs.
Cranberry Estimation [N2.1]

Materials:

- **Two or three clear jars** filled with cranberries (or red pom-poms)
- Recording sheet/Worksheet

1. Have students make a guess. Hold up the jar of cranberries. Ask: How many cranberries do you think are in the jar? What helped you make your guess?
2. Explain that an estimate is a thoughtful guess based on what we observe. The more we observe the more we learn about an object.
3. Have students make an estimate. Students will split into groups to get a closer look at the jar of cranberries that they can hold and move around to get a better estimate.
4. Students will use their recording sheets to record their estimated number of cranberries in units with number value. Once everyone has made their estimate, place the jar on the board.



Discussion Questions:

- How did you decide on your estimate?
- What did you notice about the jar that helped you make your guess?
- Do you think everyone's estimate will be the same? Why or why not?
- What makes an estimate a "good estimate?"

Class Graph [SP2.1]

1. Using a bar graph on the board, students help place their estimate in the correct column to create a bar graph.

2. Once the bar graph is completed, it is time to count the cranberries! Count the cranberries together to find the actual number.

	Number of Cranberries	Number of Students
1–20		
21–40		
41–60		
61–80		
81+		

Discussion Questions:

- What was the actual number of cranberries?
- Was your estimate close to the actual number?
- Was your estimate more or less than the actual number?
- What did you learn about making a good estimate?



Name: _____



Total: _____



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