



# Victory School

## Seven Oaks School Division

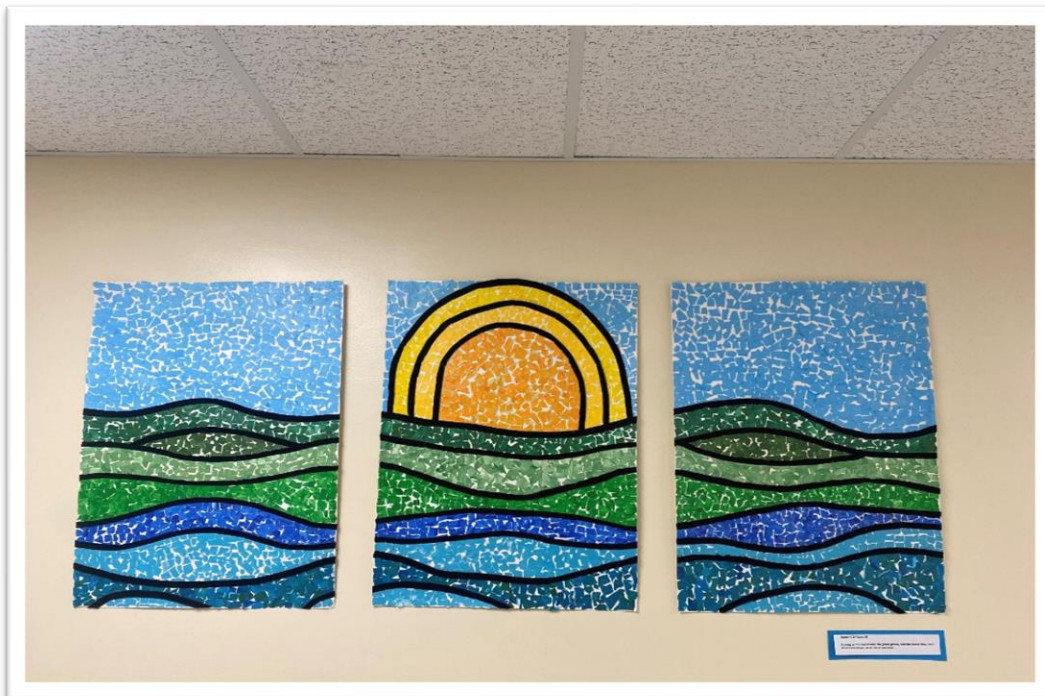
395 Jefferson Avenue | Winnipeg, MB | R2V 0N3  
(204) 586-9716 ph | (204) 589-4123 fax

### 2022-2023 Report to Our Community

*The Seven Oaks School Division is a community of learners, every one of whom shares the responsibility to assist children in acquiring an education which will enable them to lead fulfilling lives within the world as moral people and contributing members of society.*

For the 2022-2023 school year Victory School re-committed to Treaty Education as a school-wide priority in our school plan. Each classroom teacher taught about Treaties in their classrooms. One of our goals this year was to have our parents, guardians and caregivers engage with the Indigenous Peoples Atlas of Canada – to have the experience of seeing what their children are learning at school. We set up the giant floor map in the school gym during student conferences and invited families to engage in viewing the map and learning about the kinds of information the map provides. The map outlines the different Indigenous communities found across the country, the languages spoken, and the treaties signed with the Crown. Also highlighted on the map is how Indigenous communities and nations often overlap in certain areas of Canada.

As a celebration of our learning the school Indigenous Education committee organized a whole-school Treaty Day on Thursday, June 15, 2023. Our Treaty Day brought activities and new learning to our students as they participated in listening to stories told by an Elder, drumming and singing, learning about ribbon skirts and shirts, soapstone carving, creating paper Tipis, engaging in Tipi-teachings, oral story telling about the spirit and intent of the Treaties, playing Indigenous games, learning about the Native American flute and roasting bannock outdoors over an open fire.



**Room 12 & Room 18**

*As long as the sun shines, the grass grows, and the rivers flow.*  
Mixed media (acrylic, velvet, fire) on card stock

# TREATY DAY CELEBRATION

**Seven Teachings and Anishinaabe Culture with Elder Frank:** Frank James Beaulieu is an Elder and Knowledge Keeper from Sandy Bay Ojibway First Nation. Elder Frank is at the forefront of many changes helping Manitoba along the path to truth and reconciliation. He has played a pivotal role in the renaming of Bishop Grandin. He is on the council for the Kapyong Barracks which will break ground October 2023. He is a language translator and advisor for Manitoba. He works with The Promise Keepers, Indigenous youth in our government and Weston Sutherland in the creation of an Indigenous comic series.

**Drumming with Evander Twoheart:** Evander Twoheart is from Sagkeeng, Manitoba and has been involved in pow wow dancing for around twenty years. He started when he was five years old! He dances hoop dancing, grass dance and traditional style. He also sings with Buffalo Red Thunder Singers. He is a teacher of powwow club, Regalia and song and dance.

**Ribbon Skirts/Shirts with Rose Marsden:** Rose Marsden is Anishinaabe from the Pinaymootang First Nation. She has been sewing Ribbon Skirts and Pow Wow regalia for many years. She says, "Ribbon Skirts are a symbol of respect for our bodies and to acknowledge our gifts as life givers, protectors of the water and the medicines as well as keepers of knowledge and ceremonies. As we walk along the earth the bottom of our skirts would touch Mother Earth and she would know who was making their presence known on her back". Using a powerpoint presentation Rose will be sharing a step-by-step demonstration of how she makes Ribbon Skirts. She will also talk about the background history and why we wear Ribbon Skirts. She will also share the importance of a "Ribbon Shirt" that the males wear as well. Rose will bring different types of Ribbon Skirts that she has made over the years.

**Tipi Teachings with Tipi Joe:** Joe Lanceley or "Tipi Joe" is the owner of Tipi Joe Creations and the director of the non-profit group Red Willow Tipi. A member of Mistawasis First Nation he grew up in Brandon, Manitoba where he pursued his business education at Brandon University before eventually settling in Winnipeg.

**Soapstone Carving with Michael ManyEagles:** Michael ManyEagles is a traditional Metis soapstone artist who creates hand carved jewelry, carvings, and framed pieces. Join him as he teaches children how to carve while incorporating the traditional teachings of the bear, in relation to the seven teachings.

**Treaty Metals with Cindy Woodhouse:** Cindy Woodhouse is the Regional Chief for the Assembly of First Nations, Manitoba region. Students can join her as she talks about the Treaties and shares her family's rare 151 year old Treaty Medal. In addition to her discussing her role as the Regional Chief and her commitment to honouring the treaties.

**Bannock Roast with Mr. Karl:** Mr. Karl will be outside keeping the fire going for students to roast their own bannock. Teachers who sign up for this workshop will need to prep some parts of it prior to their workshop time slot.

**Native American Flute with Mrs. Rumak:** During Music Class, Mrs. Rumak, along with the grade 5 students, will be teaching about the Native American Flute. Students will learn about the history of the flute, how they are made, and see and hear a Native American flute being played.

**Indigenous Games with Mr. Pacag:** During Phys-Ed Class, Alvin Pacag will teach students traditional Indigenous Games using Blair Robillard's book *Playing with a Great Heart*.

**Treaties with Allen Sutherland (grade 5):** Allen is a member of Shownan First Nation (Treaty 2 Territory). Allen is presently a member of the Speakers Bureau of the Treaty Relationships Commission of Manitoba and is currently employed as the Treaty Project Officer of Parks Canada-Lower Fort Garry National Historic Site. This grade 5 workshop will provide an oral story telling of the treaties.

**Tipi's with Ms. Fontaine:** Lita Fontaine is an interdisciplinary artist based in Winnipeg, Manitoba. Often, her work explores the role of women in past and present Indigenous societies. She describes herself as tri-cultural: Dakota, Anishinaabe, and Metis. Have your students join Ms. Fontaine in creating a paper tipi.

**Victory School – June 15, 2023**

2023.2024 Report to Our Community: Room 14, Ms. Debbie's AM Kindergarten Classroom



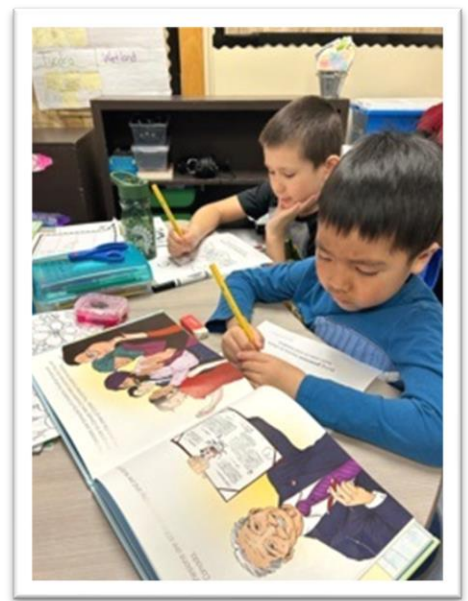
This year our kindergarten class learned about the Treaties of Canada through reading the three books: The Handshake and the Pipe, The Friendship and We are all Treaty People, by Betty Lynxleg.

We talked about making and keeping promises and what that means to each of us. We practiced helping and caring for one another in our classroom community everyday, just as First Nations and Newcomers were meant to keep their promises to respect, help and care for one another. We also took care of the land we played in around the school, grew and cared for plants in our classroom, took care of the caterpillars in spring and shared how we care for our pets at home, knowing that First Nations People had deep respect for the land, animals and plants around us.

For our art display for our Treaty Education, we watched videos, brainstormed and collaborated with our grade five buddies and made posters together about what the Treaties mean to all of us today.



2023.2024 Report to Our Community: Room 5, Mrs. Telenko & Room 7, Mrs. Simard's Classrooms



Room 7 collaborated with the Room 5 class and during this time it was called Treaty Buddies. To begin the Treaty learning the students were asked what they already know about the Treaties? Some of their answers were: First Nation peoples made a promise with the Newcomers, a Treaty is like a promise, and there was a handshake with the signing of a Treaty. The students also wrote about a promise that they had made with someone and how it made them feel to keep that promise. They learned about how First Nation's people had lived a prosperous traditional way of life before the Newcomers arrived in Canada. One student's example was First Nation people had their own medicine to heal the sick and these were called sweetgrass, cedar, sage, and tobacco. Another student wrote, they fished with sharp spears made out of sticks and caught big fish. The Treaty Buddies also learned about what the Treaties involved and if they are still being honoured today. One student illustrated a picture to go along with her writing, *As long as the sun shines, the grass grows, and the river flows We Are All Treaty People*: I think this means that the Treaties are meant to last forever and that we all live on the land so we are ALL treaty people.

2023.2024 Report to Our Community: Room 8, Ms. Van de Laar's Classroom



Room 8 learned that a treaty is a promise. Students brainstormed who they have made promises with, why we make promises, and why it is important to keep them. Students shared their feelings from a time a promise they made was kept and broken. We learned about promises by listening to the story *A Promise is a Promise*. Room 8 also learned about some of the numbered treaties in Manitoba and certain parts of Canada. We learned that newcomers came to Canada and signed treaties with First Nations people and promises were made for as long as the sun shines, the waters flow and the grass grows. The students of room 8 represented promise making by making pinky promises with others.

## 2023.2024 Report to Our Community: Room 1, Ms. Justyna's Classroom

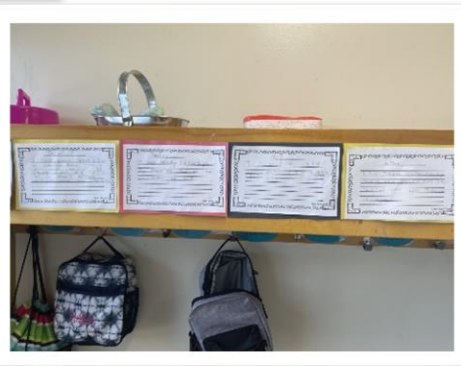
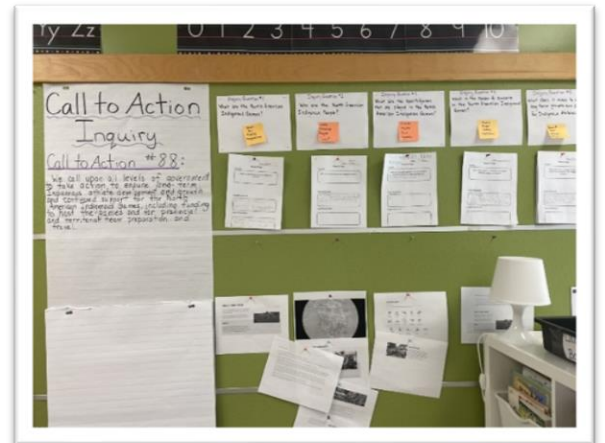
My class and I concentrated on the Treaties and ways to be an Indigenous Ally. We made an art representing the Treaty promise "As long as the sun shines, the grass grows, and the rivers flow" using Ted Harrison's technique of simplicity and bold colours. On the back we wrote our promises.

We concentrated on ways to show respect and educate about Indigenous culture. Some of the examples were: "As long as the sun shines: I will read Indigenous stories, as long as the grass grows: I will wear Orange Shirt on September 30th, as long as the rivers flow: I will love like an eagle." Students wrote what was relevant to them here and now, with so much potential and growth for the future, as they continue to learn. We presented our Treaty project during the assembly.



## 2023.2024 Report to Our Community: Room 9, Ms. Magus' Classroom

Room 9's learning about Treaties jumped off from our Call-to-Action Inquiry that weaved in and out of our learning throughout the year. During this project, students represented a First Nation in Manitoba through the painting of several First Nations flags. After discussing the different treaty lands that make up Manitoba, through readings and videos, students were responsible for locating and marking the First Nation flag they painted on a Treaty Map of Manitoba. In addition to this, students worked together on a collaborative art piece. Students each chose a word from our treaty land acknowledgement, marked it and painted the background to represent the sun, grass or river. During this collaborative art assignment, students discussed the importance of the words we were representing and what it means to 'be a treaty person'. Finally, students used these projects to complete a writing piece that outlines how they personally contribute to honoring Treaty relationships. Some ideas shared were by learning about First Nations Traditions, by participating in Powwow Club, by keeping promises like our classroom Treaty, and by working towards reconciliation by learning about the Calls to Action.





2023.2024 Report to Our Community: Room 7, Mrs. Simard & Room 5, Mrs. Telenko's Classrooms



Room 5 collaborated with Room 7 in our Treaty learning. We collaborated, learned, shared, and demonstrated our learning with each other. The younger and older students in each grade gathered and learned about the history of treaties in Manitoba, as well as the relationship between First Nations and Newcomers to Canada during first contact. Students worked together to identify the number treaties and Indigenous communities on a map of Manitoba. Students learned what agreements were made during the signing of the Treaties; which ones are honoured today and what promises were broken since the signing of the treaties. The students in Room 5 enjoyed learning and walking through the Indigenous Atlas of Canada map, where they located treaty areas in Canada, symbols and even did a scavenger hunt of important timelines in our history. We shared our scavenger hunt with other classrooms so they can explore the timelines!



2023.2024 Report to Our Community: Room 19, Mr. Tang's Classroom



Room 19 enjoyed reading the Treaty Tales series by Betty Lynxleg. We learned how the newcomers and Indigenous peoples signed treaties to share the land. The treaties were promises that were to last as long as the sun shines, grass grows, and the river flows. The students in our classroom worked hard to think of promises that they wanted to make towards a friend, a pet, a family member, or themselves. They were thoughtful in coming up with a promise that they can honour for a long time.



## 2023.2024 Report to Our Community: Room 12, Miss Olave & Room 18, Mr. Mar's Classrooms

To celebrate our treaty learning, Room 18 and Room 12 connected to create a collaborative art piece titled, "For as long as the sun shines, the grass grows and the rivers flow." Throughout our time working on this piece, the students discussed the effort required in keeping treaties and the importance of relationships in treaties. The act of working together with Victory School's oldest and youngest students represents the inherent need for multi-generational collaboration needed for treaties to thrive.

In order to piece together the mural, the students painted with acrylic colours representing the sun, grass, and rivers. The students were encouraged to paint words and pictures connecting to their identity. Some painted themselves, family, things they liked, or words that were important to them. Then together with both classes, we ripped the individual paintings and pieced them together into our mural. This reflects the connection between individuals to create community and connecting identities. The mural was finished with velvet ribbon and mounted in our hallway.

In the spirit of partnership and collaboration, Room 18 reflected upon the meaning of being Treaty People and the eternal nature of Treaty agreements. Together, they wrote about promises they can make to respect and honour the voices of Indigenous peoples and further the process of truth-telling and reconciliation.

In connection to the idea of lasting treaties and keeping our promises, Room 12 revisited the treaties the students made when they were in kindergarten. These treaties are mounted in a beautiful collaborative art piece in Victory School's office. The students were challenged to reflect on whether or not they have continued to live these treaties they made a year ago, and if so, how can they make a deeper connection to that treaty to make a greater impact in grade 1. The students' writing was compiled into a book showcasing their kindergarten selves and themselves one year later keeping their promises to take care of their land in order to take care of those they share it with.

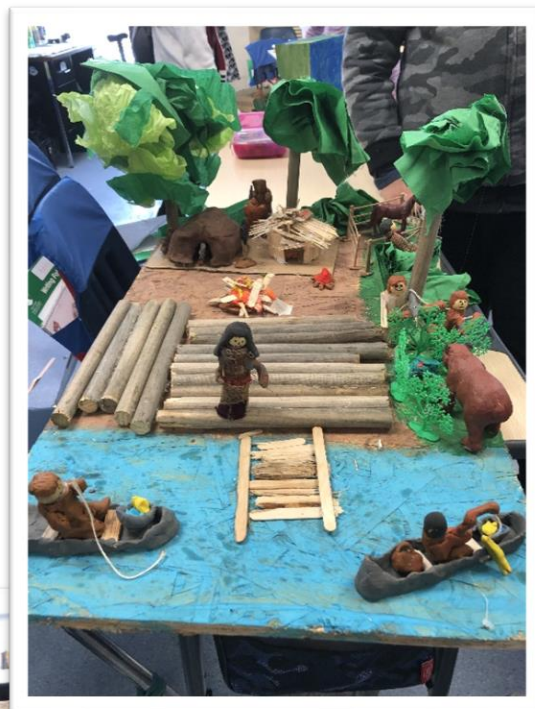


2023.2024 Report to Our Community: Room 6, Ms. Evans & Mrs. Toppazzini's Classroom

In room 6 we used our learning to create dioramas of different Indigenous groups throughout Canada, pre-contact and continued to study the relationships after contact with the settlers. We focused on learning about the Numbered Treaties 1-11, how these treaties were broken and what we are doing today for reconciliation.

We also studied the Fur Trade, what it meant for Indigenous groups, how the fur trade impacted both the settlers and Indigenous peoples and how it helped develop modern day Canada.

Students shared their learning through projects, group work and games.



## 2023.2024 Report to Our Community: Mrs. Rumak's Music Classroom

On Treaty Day, students learned about the Native American Flute. As part of the presentation, some grade 5 students played Northern Spirit Flutes, and Mrs. Rumak played her Native American Flute. Mrs. Rumak's flute is made of Fir and was made by Canadian flute maker Stephen Rensink from Makwa Flutes. Students also listened to "The First Flute" a story by Canadian author David Bouchard.

### Native American Flute Presentation (written by Mrs. Rumak)

Kaylee: Flute playing has been a part of Indigenous cultures for thousands of years, from South America to the Arctic Tundra. The flute was traditionally used in story telling, hunting, courtship, healing and entertainment.

Sabina: Indigenous people liked to play the flute outside in nature and was traditionally played by men. The flute was used by hunters to signal each other while hunting by playing bird sounds, since using the voice was discouraged. Men also played the flute to bring themselves back into balance with their surroundings.

Hannah: The flute was also used for courtship or dating. A man would play the flute for someone he loved. All the books Mrs. Rumak has are about men playing the flute for someone they love.

Kaylee: There are many different types of flutes played by Indigenous people across North America. Flutes are made from a variety of materials including wood, cane, clay, antler and bone. The most common is the wooden flute. Flute makers use wood from a tree and burn the holes into the wood to make the flute. Some of the smaller flutes are constructed of willow and are about the size of a soprano recorder. The largest flutes are over a meter long.

Sabina: How it is similar to the recorder

Both are "End Blown" Flutes.

Both can be made of wood.

Both are played vertically.

Hannah: How it is different from the recorder

It doesn't have a hole on the back, so the fingerings are different.

It has an "external block". The recorder has an "internal block".

Kaylee: In Canada the flute was played by the Algonquin, Assiniboine, Blackfoot, Cheyenne, Cree, Fox, Haida, Huron, Iroquois, Mik'maq, Ojibway, Okanagan, Omaha, Ottawa, Sauk, Seneca, Nakota and Thompson peoples.



## 2023.2024 Report to Our Community: Mr. Pacag's Physical Education Classroom

One of many activities and lessons that shared a strong correlation to Treaty Education, Victory students learned about snowshoeing. We learned about the different ways snowshoes were constructed/built, we discussed the different materials that might have been used in the past, and compared to what modern snowshoes look like today. Students also learned about the uses of snowshoes in daily life. They learned that daily commuting in snowy and rugged terrain, and deep snow patches were easier to walk through. Students learned that this made it a little easier for indigenous peoples to hunt, trade, gather, and transport.

During our PE classes outside, students were given a groomed path to follow around the field of our school, and then were instructed to find areas of fresh snow and make a path of their own. Later, we discussed the differences between the two paths. Students were able to discuss the level of difficulty between the two paths and were also able to share personal connections of working hard and determination moving/transporting from one place to another.

