



Date: _____

Kainai Land Learning

ACKNOWLEDGEMENT

Please read this Acknowledgement before the start of this lesson to respect the knowledge that is being shared and the Land of the People where the knowledge originates.:

The original signatories for The Articles of Treaty 7 include the Blackfoot, Blood, Peigan, Sarcee, and Stoney Nations as well as Her Majesty the Queen of England on behalf of Canada. Treaty 7 was signed on September 22, 1877. This document describes the expansive lands exchanged for benefits promised into perpetuity to the descendants of the signatories which include health care, schools and reserved land. The Treaty is a living document, all people living in Treaty #7 Territory are Treaty members bound with mutual responsibilities to support peaceful co-existence.

LEARNING OUTCOMES

Upon successful completion of this lesson plan, students will be able to:

Appreciate 'Community Membership' and the vision of living peacefully with Mother Earth, others and themselves, guided by the Creator (Pookaiksi aakayaahsopaatomoyiiaawa ksaahkommiitapi ki noohkiitsimmiksi).

Appreciate the importance of knowledge about the past and present by:

- identify key Blackfoot historical and contemporary events, figures and developments; e.g., government styles;
- reflect on how knowledge of their own cultural heritage helps them to understand themselves better;
- value and respect their own cultural heritage.

[CM-2.2; CM-3.2]

Appreciate Blackfoot practices and products so as to:

- understand the meaning and significance of a variety of Blackfoot cultural practices and products;
- respect and value the personal meaning and significance of a variety of Blackfoot cultural practices and products.

[CM-2.3; CM-3.3]

LIST OF ACTIVITIES

1. The Kainai Environment
2. The Kainai Mapping And Clans
3. Elder Visits the Classroom
4. Land-Based Field Trip
5. Creating a Map - Post Field Trip

MATERIALS

- Handout: See-Think-Wonder
- Supplies: Photographs and Pictures - Images of Kainai Land and Environment



Indigenous Ways of Knowing & Being

Origin

Kainai (Blood) First Nation
Kainai
Alberta

Learning Level / Grade

9

Also: 10, 11, 12



450 mins

Related Subjects

Archaeology, History,
Indigenous Language, Social
Studies

- **Traditional lands of the Blackfoot**
- **Information about Blackfoot clans**
- **Supplies: Map of the Blackfoot Territory (one per student)**
- **Supplies: students' notebooks and pen/pencil**
- **Supplies: compass, paper, pencils, pencil crayons, notebooks with their notes**

DESCRIPTION

Through this series of lessons (where each activity is an individual lesson plan contributing to learning as a whole), students learn about the Kainai lands, important people and events through Kainai history. Students will connect to this information through land-based learning and experiences with Kainai Elders and Knowledge holders and will, ultimately, connect this learning to their own identities and their understanding of the Kainai Nation.

Each activity below is a lesson on its own. The fourth activity is an all day field trip to exploring the land. The last activity can be divided into two lessons, depending on time constraints. There are five lessons in total.

This lesson is part of a series of four lesson plans. This lesson introduces students/learners to Kainai land and culture. The other lesson plans focus on teaching the Blackfoot language.

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

- Language and Culture
- Participatory and experiential learning activities
- Intergenerational learning with Elders/Knowledge Holders
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Connections are made with everyday life
- Nurturing healthy relationships in school and community
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Healthy relationship with self and identity
- Relationship with the land
- Personal reflection time (connecting with thoughts and feelings)

TEACHERS' GUIDE

Background/Foundational Information

- In this series of lesson plans students will learn the following:
 - Kainai/Blood history of the people through the winter counts, pictorial histories where important events are shared.
 - Learn the place names of the areas of the community and look at the winter counts to know where it happened.
 - Learn the areas and place names for traditional and current lands.
 - Learn where the tribes lived and learn what spaces the clans favored.
 - Blackfoot history related to the land stories and landmarks of the territory, which extends from the North Saskatchewan River to the Yellowstone River in what is now southern Montana. The Rocky Mountains run along the western border; the eastern border is where the North Saskatchewan and Saskatchewan Rivers meet.
 - Learn stories of the landmarks and what history happened in this area.
 - There are 8 or 9 traditional clans, or camps. Clans are typically related by marriage. These clans are also grouped into the three Blackfoot speaking Nations: Siksika from the east, Kainai in the centre, and Piikani along the foothills. People had responsibilities to be loyal and provide support for their clans. The Blackfoot Confederacy did not exist in early times.

Many of the links under additional information provide a good deal of information on these topics.

ACTIVITIES

1 - The Kainai Environment

Purpose

To pre-assess student knowledge of the Kainai land and environment and to set the stage for the entire set of lessons.

Time: 30 mins

Activity Instructions

Show pictures of what is in the Kainai (Blood) land and environment. Discuss what they see in the environment. Use 'See-Think-Wonder' *visible thinking* routine to see what students think and feel about their environment. Students write what they see, think, and wonder on the attached handout (in 'Materials' section).

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

Students look at images (the visual) to provoke the logical, emotional and spiritual learners through about:

- See (what do you see in the images?)
- Think (what do these images make you think about our land?)
- Wonder (what do you wonder about our land and its history?)

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Handout: See-Think-Wonder	File (see-think-wonder handout.pdf) 📄
Use See Think Wonder- A visible thinking routine sheet to fill in with students. For more information about 'visible thinking', visit: https://www.facinghistory.org/resource-library/teaching-strategies/see-think-wonder?utm_term=&utm_campaign=DSA&utm_source=adwords&utm_medium=ppc&hsa_tgt=dsa-572393114131&hsa_grp=68075055291&hsa_src=g&hsa_net=adwords&hsa_mt=b&hsa_ver=3&hsa_ad=313626659171&hsa_acc=4949854077&hsa_kw=&hsa_cam=1635938820&gclid=CjwKCAjw1ej5BRBhEiwAFHyh1EzjQWipGxYEnTwZWppi34GocTeDXMy5W7frjDI_5OZbJ_hmdWKJxoCRIEQAuD_BwE	
Supplies: Photographs and Pictures - Images of Kainai Land and Environment	Supplies 📁
The teacher will need to gather photographs and other pictures with images of Kainai lands. If the teacher is adapting this lesson to where they live (if not in Kainai territory), s/he will need to gather photographs and pictures of the territory in which they are learning.	

TEACHING NOTES

2 - The Kainai Mapping And Clans

Purpose

To pre-assess student's geographic knowledge of the Kainai lands on a map and to introduce the concept of clans

Time: 45 mins

Activity Instructions

Students look at a map and try to place pins where pictures from Activity 1 are located on the map. Students also pinpoint their own houses. From here, hold a group discussion on clans and mark the clans on the map. Then students either write a reflection or reflect in partners about what their clan means to them.

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

Students link their own homes (logical, emotional, spiritual) to the map (the visual). As students learn about clans, they will then reflect on their emotional and spiritual learnings.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Traditional lands of the Blackfoot	Link 
Here is one map of Blackfoot territory. The teacher may have access to a better map from the First Nation.	
Information about Blackfoot clans	Link 
The teacher will need to find information about the different Blackfoot clans and where they reside in relation to one another. Here is one source:	

TEACHING NOTES

3 - Elder Visits the Classroom

Purpose

To provide students with some pre-learning about the trip that will take place in the next activity. This experience with the Elder will also build intrigue and interest and give students the opportunity to ask questions about the land ahead of the trip.

Time: 45 mins

Activity Instructions

Elders are invited to come to the classroom to tell stories to the students (following cultural protocols). The aim is for them to share their stories about camping, cutting hay and tents for many days. The Elders who are invited can discuss with the teacher what stories they'd like to tell and key learnings in the stories for students.

Students then discuss with one another, their teachers, and Elders. For example, depending on the stories, they can discuss:

- rules to respect the land;
- mutual respect;
- knowing and respecting boundaries;
- oral memory of hay cutting areas.

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

Indigenous learning is by modeling and experience in an oral society. Students learn about the land through experiencing the shared history in the stories and images. Seeing and listening to the history from the Elders validates the importance of the land to the people and evokes spiritual and emotional learning and understanding.

- Spiritual connections are validated through the Elders stories of the land.
- Emotional development occurs when building identity.
- Physical is being in place on the land.
- Intellectual is knowing the history and stories of the land and the way in which story can imbed knowledge in Indigenous society.

TEACHING NOTES

4 - Land-Based Field Trip

Purpose

To provide students with an experiential and spiritual trip of the important landmarks on Kainai First Nation with Knowledge Holders and Elders in order to connect their identities to the land.

Time: 300 mins

Activity Instructions

Students will drive around the reserve all day exploring old Blood band farms and other older places. This is a process that can take place on any reserve, when place has a story, it comes alive for the students.

- The students are joined by an Elder, in this case Wayne Plume, who names all the places.
- Highlight two important people: Tom Three Persons and Red Crow.
- The life of Tom Three Persons will be shared with students as they drive around.
- Explain how Red Crow kept moving until the land was allocated to his people. He was a Fish Eater (i.e., member of the Fish Eaters band, the Mamyowi) and is located 20km from Waterton Park. (Knowledge about Red Crow, in particular, will lead to subsequent activities.)
- Students will have maps and notebooks, which they will later add to and edit as many of the places they are learning about on the trip will be in their notebooks.
- Students will be shown specific locations so they can locate on their own afterwards when back in class. They will have to demonstrate and find the places on their maps.

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

This will be an emotional and spiritual day for students as they learn about their history from a respected Elder and spend time on the land as they drive around and stop at various locations. They will have the firsthand visuals and storytelling of the Elder and will be reminded to hold onto what they are thinking and feeling both emotionally and spiritually for the assignment which is outlined in the next activity.

Suggested Adaptations for Different Kinds of Learners

Spiritual connections are validated through the Elders stories of the land.

Emotional development occurs when building identity.

Physical is being in place on the land.

Intellectual is knowing the history and stories of the land and the way in which story can imbed knowledge in Indigenous society.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Supplies: Map of the Blackfoot Territory (one per student)	Supplies 📄
A map will need to be sourced, photocopied, and distributed to students.	
Supplies: students' notebooks and pen/pencil	Supplies 📄
To write down notes and thoughts during the mapping field trip.	

TEACHING NOTES

5 - Creating a Map - Post Field Trip

Purpose

Assess student learning and provide opportunity for student personal reflection

Time: 90 mins

Activity Instructions

After the trip around Kainai First Nation, students will create a map containing:

- a legend and compass rose
- the historical sights from their trip
- Descriptions and drawings of the locations to illustrate the resources available
- Personal knowledge, notes and drawings to shed light on their personal journey
- An accompanying recording or written reflection of their personal journey through these activities

This activity is designed to connect with learners with these learning styles...

- Spiritual (e.g., Relational) Learners
- Physical (e.g., Tactile, Experiential, Visual) Learners
- Intellectual (e.g., Rational, Logical) Learners
- Emotional (e.g., Feeling, Intuitive) Learners

... in the following ways:

As students build their maps, they will reflect on the logical, spiritual and emotional experiences from the trip and represent them on the map in the follow-up reflection shared in the discussion circle.

Materials

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Supplies: compass, paper, pencils, pencil crayons, notebooks with their notes	Supplies 📋
Each student will need these supplies for this activity.	

TEACHING NOTES

ASSESSMENT

This section contains information for assessing progress in students' learning. While Indigenous approaches to assessment may be highlighted, conventional assessment methods may also be discussed.

After the trip around Kainai First Nation, students will create a map (that the teacher can use for assessment purposes), containing:

- a legend and compass rose
- the historical sights from their trip
- descriptions and drawings of the locations to illustrate the resources available
- personal knowledge, notes and drawings to shed light on their personal journey
- an accompanying recording or written reflection of their personal journey through these activities

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

To open and print files, please go to the 'files' folder accompanying this downloaded lesson plan.

Resource Title	Type
Alberta Blackfoot Language and Culture 12Y K to 12	Link 
Curriculum document. This program is intended for students who are beginning their study of Blackfoot language and culture in Kindergarten or Grade 1. It constitutes the complete Blackfoot Language and Culture Twelve-Year (12Y) Program.	
Winter Count: A History of the Blackfoot People	Link 
This is a link to a book available for purchase on Amazon. Perhaps it is available in a local or school library.	
Pictographic Robe	Link 
An explanation of how history was recorded	
Kainai First Nation	Link 
An article about Kainai First Nation and the Blackfoot People.	
Tom Three Persons	Link 
Tom Three Persons is perhaps best described as Alberta's most famous cowboy . . .	
Red Crow	Link 
Red Crow, warrior, peacemaker, Kainai leader . . .	
Map of Blackfoot Traditional Territory	Link 
Traditional Map. The Blackfoot's traditional territory spread eastward from the Rocky Mountains, across the northwestern plains.	
Blackfoot Phonetic Phrase Book: Conversational Blackfoot	File (Blackfoot Term Book.pdf) 

HOLISM AND ALL OUR RELATIONS

This lesson plan has been developed with an Indigenous lens that is holistic in nature, a way of being and knowing that acknowledges our relationships with 'all our relations', including plants and animals, other human beings, the water, land, wind, sun, moon, stars, and more - everything seen and unseen. With 'all our relations' in mind, this lesson plan has been developed with a focus on:

Relationship with the land
This entire set of lessons is built around land-based learning and connecting with culture and history through the land. Students physically visit numerous sites that have historical and possibly personal connections and record them on a physical manifestation in the form of a map.
Participatory and experiential learning activities
Language and Culture
While much of this plan takes place in English, this is part of a Blackfoot Language and Culture class so much of what happens ties to language. Elders will be sharing Blackfoot names of people and places throughout the activities.
Relationship with family, ancestors
Particularly after Activities 2 (Kainai Mapping and Clans) and 4 (Land-Based Field Trip), students will share their learning with their families, learning more about their clans and learning more about their connection to the land.
Connections are made with everyday life
After this experience, moving around the Nation will hold more connection and deeper meaning to the students. Hopefully, they will remember this trip throughout their lives and share the learning with friends and family.
Intergenerational learning with Elders/Knowledge Holders
Were Elders or Knowledge Holders involved in the development of this Lesson Plan? Yes Can Elders or Knowledge Holders be invited to help teach part of this lesson plan? Yes
Intergenerational learning with Elders/Knowledge Holders
Ethics in the classroom: care, truthfulness and trust, respect, integrity
Students will be doing their assignments individually, but will be working together and building knowledge together. Students will be connecting personal experiences and sharing their thoughts with their classmates, requiring all of the ethical values to be reviewed and implemented: care, respect, integrity and truth and thoughtfulness.
Different learning styles; attention given to mind, body, and spirit
Healthy relationship with self and identity
In addition to creating the map students can fill out a reflection about their personal journey over these past activities, sharing how this has built on their personal identities, family identities and community beliefs and identities.
Personal reflection time (connecting with thoughts and feelings)
In addition to creating the map students can fill out a reflection about their personal journey and how this experience has made them feel.

OTHER DETAILS

This Lesson Plan aims to meet curriculum expectations or outcomes for: Alberta Yes

Stream: General

RELATED LESSON PLANS

- [Introductions in the Blackfoot Language](#)
- [Blackfoot Language: Creating Simple Sentences in Different Tenses.](#)
- [Blackfoot Language for the Morning](#)

CONTRIBUTORS

Name	Role/Job Title	Place
Beverly Hungry Wolf	Community Member - Blackfoot Teacher and Translator	Kainai First Nation
Linda ManyGuns	NCCIE Regional Lead	Siksika First Nation
Leah Bortolin	Curriculum Person	Calgary

QUESTIONS/MORE DETAILS

For Questions contact: [Linda Many Guns \(linda.manyguns@uleth.ca\)](mailto:linda.manyguns@uleth.ca) for more information.