



Date: _____

Bison Unit: Lesson 4 - Bison Hide Tanning (Let's observe the process)

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:

We respectfully acknowledge the original lands of the Indigenous Peoples of Treaty 4: Cree, Saulteaux, Nakota, Dakota, Lakota and Treaty 6: Cree, Saulteaux, Dene, and Dakota whose knowledge inform this lesson. As well, we acknowledge the homeland to many winged, four-legged, crawling, and water creatures.

LEARNING OUTCOMES

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

1. Respect and appreciate the traditional steps needed to tan a hide. The teaching from Elders is a gift and the knowledge being passed on is so valuable to the continuation of Indigenous cultural practices. [Broad Areas of Learning]
2. Working together as a community and learning from Elders in a social environment, rather than a traditional classroom is of utmost value. In the trappers and traders game, students will learn about trading and sharing of goods and services. This can even get into the restrictions placed on Indigenous hunters, traders and trappers by the Canadian government and Indian agents. [Cross-Curricular Competencies]
3. Examine the impact of contact on Indigenous economy and the relationship within the Canadian economy, the land, environment, and newcomers through a process of reconciliation.
 - *Realize that traditional knowledge has value and a place in society today.*
 - *State the importance of preserving Indigenous knowledge.*
 - *Analyze Indigenous participation in artistic economic endeavours.*
 - *Display knowledge of the economic experiences of Indigenous peoples and the need for these skill sets to live on in the next generation.*

[RW10.3]

LIST OF ACTIVITIES

1. Bison Hide Tanning

MATERIALS



Indigenous Ways of Knowing & Being

Origin

Buffalo People Arts Institute
Regina
Saskatchewan

Learning Level / Grade

12

Also: 10, 11, Youth (up to age
30), 4



190 mins

Related Subjects

History, On-the-Land,
Nutrition, Social Studies,
Biology, Art, Chemistry,
Health, Indigenous Language

DESCRIPTION

This is about learning the art of tanning hide from Joely BigEagle-Kequahtoway and Lorne Kequahtoway of the [Buffalo People Arts Institute](#). They will walk us through the process with each video created by NCCIE. Students viewing the process of the seven videos will gain an idea of what is involved in hide tanning, understand the cultural connections, and learn the significance of the buffalo.

Each video will present a different step of the process, while at the same time, Joely and Lorne take us into their storied lives temporarily.

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
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Relationship with the land

TEACHERS' GUIDE

Background/Foundational Information

- **Subject:** Indigenous Studies 10 **Can be easily used with other grades* **Grade:** 10 (11/12)
- **Topic:** Hide Tanning Steps and Techniques
- **Essential Question:** What tips and techniques are involved in the traditional tanning of animal hides?

ACTIVITIES

1 - Bison Hide Tanning

Purpose

To watch, learn, and observe how to tan hide from the Kequahtoway's.

Time: 190 mins

Activity Instructions

Motivational Set: Explain to students the importance of learning traditional knowledge and passing it on.

1. Students will brainstorm things that Elders have taught you in your life thus far.
2. Class discussion items can be recorded on the board.

Main Procedures/Strategies:

1. Introduce the importance of learning traditions and knowledge from Elders and knowledge holders.
2. Ask students if anyone has ever been involved in traditional hide tanning?
3. Explain that you are going to show a series of seven videos that goes through the steps involved in tanning a hide.

NCCIE Videos and Resources related to the Lesson Plan - Buffalo Hide Tanning and Teachings – Parts 1-7

4. Hand out the *Bison Hide – Making Notes on the Process* sheet and have students list the main steps involved in hide tanning.
5. Hand the list back in to the teacher. Go over the procedure again. Ask which part is the most interesting and why?

Closing: If possible, pass around a variety of furs and hides for students to see and feel. Have them come up with a list of items that could be made out of the furs and hides.

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

- Physical (e.g., Tactile, Experiential, Visual) Learners

... in the following ways:

This activity connects with *physical learners* because it involves watching, observing, and listening. Have students make notes about the hide tanning process.

Suggested Adaptations for Different Kinds of Learners

Adaptations/Differentiation: Each student can focus on one step, write out the details for that one step in detail by watching the video individually and stopping and starting where needed. This would allow the teacher to introduce the thirteen individual steps in detail for students to discuss.

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.

Assess for student learning (formative) during the activity to help determine next steps. Informal learning could take place on the land in an experience based outdoor classroom with Elders and artisans.

Assessment of learning (summative) – assess the students after learning to evaluate what they have learned.

- Ideally, students would have the opportunity to practice the skills on the land. Even if they can see what it feels like to scrape a hide that is being processed, this is the goal. If this isn't possible, the teacher should have samples of furs and hides available for students to experience. The Saskatchewan Archaeological Society may be a source to borrow a kit with furs and hides. There is a Trappers and Traders card game available through this organization, as well. Link posted within this lesson plan.

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
Hide Tanning The Woods Cree Way	Link 
More information on tanning hide.	
Hide Tanning The Traditional 13 Steps	Link 
More information to bison hide tanning.	
Saskatchewan Archaeological Society	Link 
Trappers and Traders Card Game – Saskatchewan Archaeological Society Contact: • Phone: 306-664-4124 • Website: www.thesas.ca • Email: general@thesas.ca • https://thesas.ca/wp-content/uploads/2019/03/Trappers-and-Traders-Teachers-Guide.pdf	
Buffalo Hide Tanning and Teachings – Part 1 – Introducing Buffalo People Arts Institute	Link 
The resilience of the buffalo is in our blood and we must re-learn and remember our relationship with the buffalo.	
Buffalo Hide Tanning and Teachings – Part 2 – Making a Buffalo Bone Scraping Tool	Link 
In Part 2 of the series, Lorne shares his knowledge about and models making a buffalo bone scraping tool used on buffalo hides.	
Buffalo Hide Tanning and Teachings – Part 3 – Preparing the Buffalo Hide for Scraping	Link 
In Part 3 of the series, the Buffalo People Arts Institute prepare the buffalo hide for scraping.	
Buffalo Hide Tanning and Teachings – Part 4 – Scraping a Buffalo Hide	Link 
In Part 4 of the series, the Buffalo People Arts Institute demonstrate hide scraping tips and techniques.	
Buffalo Hide Tanning and Teachings – Part 5 – Dry Scraping the Epidermal Layer	Link 
In Part 5 of the series, the Buffalo People Arts Institute demonstrate scraping the epidermal layer of the hide.	

Resource Title	Type
Buffalo Hide Tanning and Teachings – Part 6 – Braining a Buffalo Hide	Link 
In Part 6 of the series, the Buffalo People Arts Institute demonstrate how to prepare the buffalo hide for braining, how to brain the hide, and how to scrape a brained hide.	
Buffalo Hide Tanning and Teachings – Part 7 – Smoking a Buffalo Hide	Link 
In Part 7 of the series, the Buffalo People Arts Institute smoke a buffalo hide.	

HOLISM AND ALL OUR RELATIONS

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Relationship with the land
Everything comes from the land, including the bison. There is a sacred relationship with the bison, they are one of the original grand spirits for many Indigenous Nations. Bison and the land also work in unison, they need each other in order to produce a healthy climate on the prairies.
Participatory and experiential learning activities
Language and Culture
N/A
Relationship with family, ancestors
Tanning hide is a family affair as shown by the Kequahtoway's.
Intergenerational learning with Elders/Knowledge Holders
Were Elders or Knowledge Holders involved in the development of this Lesson Plan? No 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
Respect and protocol are ethics involved in the tanning of a hide.
Healthy relationship with self and identity
The interconnection made with the bison, the land, and Indigenous peoples nurtures our identities. The Buffalo Peoples Arts Institute shares their views of the spiritual connection.

OTHER DETAILS

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

Unit Plan Title: Bison Unit: Lesson 4 of 5

Stream: General, Academic

RELATED LESSON PLANS

- [Bison Unit: Lesson 5](#)
- [Bison Unit: Lesson 3 – Bison Produce and Hunting Procedures](#)
- [Bison Unit: Lesson 2 – The Bison and Background Information](#)
- [Bison Unit: Lesson 1 – Connection and Interdependence Between Humans, Animals, and the Natural World](#)
- [Exploring the Past](#)
- [Our Land as a Learning Space](#)
- [Remembering the Journey of our Ancestors](#)

CONTRIBUTORS

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QUESTIONS/MORE DETAILS

For Questions contact: [Bettina Schneider \(bschneider@fnuniv.ca\)](mailto:bschneider@fnuniv.ca) for more information.