



Date: _____

Bison Unit: Lesson 3 - Bison Produce and Hunting Procedures

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. Examine the traditional hunting practices of the Plains Cree and Métis people, looking specifically at these practices and uses of the buffalo. The introduction of the horse and the gun will be examined, and students will discover how the overhunting and extermination of the buffalo had huge repercussions for Indigenous peoples.
 2. Examine the idea of social responsibility and conservation in relation to the land, plants and animals surrounding us. Also, analyze the social responsibility we have to the next generations. [Broad Areas of Learning]
 3. Examine the concepts of conservation and responsible consumption. [Cross-Curricular Competencies] [Science]
 4. Examine the various worldviews about the use and distribution of wealth in relation to the needs of the individuals, communities, Nations and the natural environment.
 - *Analyze how Indigenous economies were environmentally responsible and examine how the buffalo were integral to Indigenous economies.*
 - *Illustrate the physical dexterity and mental acuity required for hunting buffalo.*
 - *Explain how the Métis buffalo hunt was a highly organized, democratic event.*
- [RW 10.1]
5. Examine the concept of development from an Indigenous perspective. [RW 20.1]
 6. Analyze the diverse and dynamic relationship between Aboriginal people and the land.
 - *Understand that education serves as an instrument of cultural survival and is a component of self-determination for Aboriginal peoples.*

[IN 30.2]

PGP Goals: Increase knowledge about the community workings needed to have a successful hunt.

History

Origin

Treaty 4 & Treaty 6 Territories
Saskatoon
Saskatchewan

Learning Level / Grade

10

Also: 12, Post-Secondary

🕒 120 mins

Related Subjects

Biology, Indigenous Ways of Knowing & Being, Indigenous Language, On-the-Land, Nutrition, Social Studies, Science

LIST OF ACTIVITIES

1. Buffalo Hunting and Traditional Uses

MATERIALS

- People of the Buffalo
- Buffalo Hide Tanning and Teachings – Part 7 – Smoking a Buffalo Hide
- Bison Hunt and the Uses of the Buffalo

DESCRIPTION

Students will learn about First Nations' and Métis hunting perspectives and processes of the bison. Students will learn the traditional hunting practices and the uses of the the buffalo, along with the introduction of the horse. Guns will be examined and students will learn about the over-hunting and near extermination of the bison.

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
- Relationship with family, ancestors
- Different learning styles; attention given to mind, body, and spirit
- Ethics in the classroom: care, truthfulness and trust, respect, integrity
- Relationship with the land

TEACHERS' GUIDE

Background/Foundational Information

• **Subject:** Indigenous Studies 10

Grade: 10, 11, 12

Topic: Indigenous Hunting Practices uses of the Plains Bison

Essential Question: How were the buffalo interconnected and influential in Indigenous Peoples' lives prior to contact?

ACTIVITIES

1 - Buffalo Hunting and Traditional Uses**Purpose**

- To understand contemporary realities of the bison's absence from the Plains.
- To understand how Indigenous Peoples hunted bison and how the bison was used?

Time: 120 mins

Activity Instructions

Motivational Set: The teacher will ask the students to consider the following questions:

1. What do we know about the importance of the bison to Indigenous Nations?
2. How was the bison hunted and how did hunting practices evolve?
3. What events led up to the near extinction of these majestic creatures?

Main Procedures/Strategies:

1. Watch *People of the Buffalo Nation* by Joely BigEagle-Kequahtoway. (See *Materials and Resources below.*)
2. Watch NCCIE video *Buffalo Hide Tanning and Teachings – Part 7 – Smoking a Buffalo Hide.* (See *Materials and Resources below.*)
3. Students should make jot notes about bison hunting, traditional uses, and practices of the People.
4. The teacher should provide a brief recap or review what was said in the video so that everyone has a basic understanding of hunting practices and the use of the bison.
5. Next, look up the link, *Métis Buffalo Hunt* (See *Materials and Resources below*) and direct students to this online resource site looking at the Practices of the Métis (Inclusive. This website deals with the Métis Buffalo Hunt. Students are looking for answers to the questions posed in the motivational set.
6. Students will write a paragraph or prepare a concept web dealing with information about how bison were hunted, the evolution of hunting practices, the causes for near extinction, the current recovery of the bison population, and the cultural importance and usage of the buffalo.
7. Students will create a chart which provides examples of the many uses Indigenous people had for the buffalo. Students may use the attached sheet or link below titled: *Traditional Uses of the Buffalo.*
8. Vocabulary - Using the list of uses for buffalo parts, students will create their own list of unfamiliar words (e.g. quiver, shroud, lariat). Using a computer with internet, students will record the Google definitions.

Closing: Brainstorming Activity: Discuss the idea of conservation and waste reduction.

1. Why is this so important today?
2. How do the past practices of Indigenous peoples use of the land, animals, and plants display this natural idea of conservation?
3. What can we do as a society to get back to these practices and why is this important?

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 hands-on learning and gaining knowledge of the use of the bison.

Suggested Adaptations for Different Kinds of Learners

Adaptations/Differentiation: After the teacher has finished sharing the reading with the class, students could each write a fact they learned on a sticky note to share with the group.

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
People of the Buffalo	Link 
Joely BigEagle-Kequahtoway share the importance, connection, and history of the buffalo.	
Buffalo Hide Tanning and Teachings – Part 7 – Smoking a Buffalo Hide	Link 
Bison Hunt and the Uses of the Buffalo	Link 
Information on the buffalo hunt.	

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.

Students should be able to name four or five of the most essential uses of the bison for survival.

Using an *assessment for learning strategy*, it is recommended that instructors make notes of student participation and work completed through Anecdotal Notes.

ADDITIONAL RESOURCES

Click the 'Link' to open and view videos.

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Resource Title	Type
People of the Buffalo	Link 
Joely BigEagle-Kequahtoway share the importance, connection, and history of the buffalo.	
Bison Hunt and the Uses of the Buffalo	Link 
Information on the buffalo hunt.	
The Buffalo by Thomas King	Link 
<ul style="list-style-type: none"> • Meant for Grade 12 students. • Recommending the in-depth podcast narrated by Thomas King called, <i>The Buffalo 3 Part Series - Ideas with Nahlah Ayed</i> 	
Buffalo People Arts Institute	Link 
Buffalo Hide Tanning and Teachings – Part 7 – Smoking a Buffalo Hide	Link 

HOLISM AND ALL OUR RELATIONS

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Relationship with the land
Indigenous Peoples and the bison lived, honoured, and cherished the land together. Bison are alive, considered a sacred grand spirit. Student will understand the connection to the bison that lived on the land, both of these two living systems involved care, respect, and attention.
Language and Culture
N/A
Relationship with family, ancestors
N/A
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

Ethics in the classroom: care, truthfulness and trust, respect, integrity

Special care and consideration of the bison existed prior to contact with the Western world and the no waste concept was foundational in taking care of the bison. After contact with newcomers, the Métis organized a hunting guideline that was based on trust when hunting the bison.

Different learning styles; attention given to mind, body, and spirit**Healthy relationship with self and identity**

N/A

OTHER DETAILS

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

Unit Plan Title: Bison Unit: Lesson 3 of 5

Stream: General, Academic

RELATED LESSON PLANS

- [Bison Unit: Lesson 4](#)
- [Bison Unit: Lesson 5](#)
- [Bison Unit: Lesson 2 – The Bison and Background Information](#)
- [Bison Unit: Lesson 1 – Connection and Interdependence Between Humans, Animals, and the Natural World](#)

CONTRIBUTORS

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QUESTIONS/MORE DETAILS

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