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## Locally Developed Courses

# Tipi Making (Elder Chronicles)

For the 2023-2024 School Year

# Introduction to the Tipi Making (Elder Chronicles) Course Sequence

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*Subject: Personal Development - Discipline: Other Personal Development*

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Tipi Making: Elder Chronicles 15 teaches the skills for assembling the materials, making and erecting a tipi.

By learning the fundamentals of design, how to sew, and how to assemble the parts into a whole work, students will enjoy a sense of accomplishment as they learn how to make a tipi, which is one of many forms of ancestral lodging. This course is suitable for all students in Alberta schools. Tipis are an integral part of Indigenous cultures in North America - as practical living structures, and just as important - opportunities to pass on traditions. Many Indigenous families erect tipis for recreation, alternative housing, or to showcase cultural teachings.

*Ethically, this course must be delivered with little to no cultural teachings unless sanctioned by key Elders and the entire community. It is possible to refer students to appropriate Elders if they wish to learn the accompanying traditions.*

## Student Need

The intent of this course is to create a sense of place and pride in personal culture and history – every student’s birthright. There will be a natural curiosity toward other nomadic cultures that is fostered throughout the course. Mutual respect for such deep learning is encouraged, as is a general appreciation of the diversity of cultures in our world.

## Courses in the Tipi Making (Elder Chronicles) Course Sequence

### Tipi Making (Elder Chronicles) 15 (LDC1021)

**Tipi Making: Elder Chronicles** teaches the skills for assembling the materials, making and erecting a tipi. By learning the fundamentals of design, how to sew, and how to assemble the parts into a whole work, students will enjoy a sense of accomplishment as they learn how to make a tipi, which is one of many forms of ancestral lodging.

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#### *Tipi Making in Culture*

Nomadic cultures the world over regard the comprehensive process of making a tipi from scratch as a holistic expression of their people, and a source of pride for a culture that has thrived for thousands of years. Even for settled folk, some people still consider tipis as an efficient and effective way to live comfortably in the wilderness.

#### *Appreciation of Other Cultures*

As a focused activity that employs balanced design strategies, students are likely to develop a natural curiosity of and appreciation for other forms of tipis or nomadic “tents” in diverse cultures. Examples include the *yurts* of Mongolia, the *yaks* of Tibet, the *lavvu* or the *goahiti* of the Sami which are not to be confused by the Finnish *laavu* (which are still widely used as both practical and traditional lodging). Nomadic tents are becoming a popular form of shelter in all parts of the world – in both wild and urban areas.

#### *Wellbeing*

Students who embark on the journey of learning how to make a tipi will develop a focused approach that can reduce stress and offer a form of meditation that can lead to more balanced living. In many cultures, putting up a tipi begins with some form of meditation. Since tipi making requires a clear mind, focus and patience, students may find this process improves their overall sense of wellbeing. As a result, people may see a positive change in the students themselves, which in turn provide positive role modeling that encourages others to find more balance in other their lives.

#### *Skill development*

Designing, gathering necessary materials, and erecting a tipi requires physical, mental and social development in an individual. The layered process sharpens skills in both numeracy and literacy. If a student is learning in a traditional environment, survival skills will also be essential.

#### *Opportunity to pass on tradition and culture*

Tipi making is an intricate process of cultural teachings that were not only essential to surviving and thriving, but to also learn about life, roles and our relationship to the cosmos. Present in many traditional cultures, this connection with the larger universe is explored throughout one’s life - to live in abundance or to share in times of scarcity – past and present. In Indigenous cultures, Elders encourage young people to understand this holistic view of life. Young people who seek to learn to make tipis will be reinforced in understanding that all our undertakings are part of a lifelong journey.

#### *Practical, affordable housing*

Today, architects, designers and urbanites are not only becoming interested in nomadic building design but are incorporating such ideas as solutions to homelessness and affordable housing. This is becoming a growing industrial trend. Many Indigenous families still erect and maintain a tipi or nomadic tent.

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Equipment Per class/group: · Axes or tools to chop and fashion poles and pegs · Hammers, tools to drive in pegs · Proper wooden poles · Large piece of 10 ounce canvas · Heavy scissors and fabric cutting tools · Rope · Pegs – either self made or purchased · Strong needles or porcupine quill · Liner – fur or flexible insulating material

Prerequisites: None

Versions Available: (Each version must be locally approved by Board Motion prior to offering to students.)

<b>Credit Level</b>	<b>First School Year</b>	<b>Last School Year</b>
3	2023-2024	2026-2027

## Curriculum Outline

Curriculum Elements		Tipi Making 15-3
1	<b>Topic</b> Constructing a tipi involves important skills such as tipi design, gathering poles, measuring and cutting canvas, sewing and appropriately sequencing the construction.	✓
1.1	<b>General Outcome</b> How can I learn to design, gather necessary materials and construct a tipi?	✓
1.1.1	<b>Specific Outcome</b> Demonstrate understanding that making a liveable tipi is a lifelong learning process	✓
1.1.2	<b>Specific Outcome</b> Present, formally or informally, the steps and process of tipi construction	✓
1.1.3	<b>Specific Outcome</b> Participate in learning tipi construction from harvesting poles to creating a complete shelter	✓
1.2	<b>General Outcome</b> How can I teach others to make a tipi?	✓
1.2.1	<b>Specific Outcome</b> Share, verbally, their personal story of how they came to tipi making	✓
1.2.2	<b>Specific Outcome</b> Express in writing the important lessons that accompany tipi making	✓
1.2.3	<b>Specific Outcome</b> Demonstrate understanding of storytelling as a teaching tool	✓
1.3	<b>General Outcome</b> What numerical calculations do I need to make to help me to explore my culture and its traditions?	✓
1.3.1	<b>Specific Outcome</b> Measure and calculate the precise design of a tipi	✓
2	<b>Topic</b> Learning to create a semi-permanent structure encourages a wide range of skills that may help people to survive in the wilderness or in urban areas. Indigenous peoples use tipi making to teach young about all aspects life and the universe.	✓

Curriculum Elements		Tipi Making 15-3
2.1	<b>General Outcome</b> How can learning how to make a tipi help me to find a healthy way to live?	✓
2.1.1	<b>Specific Outcome</b> Explain how tipi making can create a contemplative experience that mitigates stress and provides an outlet for healthy living	✓
2.1.2	<b>Specific Outcome</b> Demonstrate how the physical process of tipi construction can lead to a more healthy life	✓
2.1.3	<b>Specific Outcome</b> Demonstrate how tipi making helps to restore balance in various life domains: physical, emotional, intellectual, social and mental	✓
2.2	<b>General Outcome</b> How can the personal experience of tipi making help me to explore my culture and its traditions?	✓
2.2.1	<b>Specific Outcome</b> Demonstrate how the skills of tipi making can lead to a shelter that will last and withstand the elements	✓
2.2.2	<b>Specific Outcome</b> Demonstrate how the traditional skills of tipi construction will continue into the future showing respect for all peoples	✓
3	<b>Topic</b> Respect for one's own culture fosters respect for a diversity of cultures.	✓
3.1	<b>General Outcome</b> How can stories demonstrate respect for the diversity of tipi making?	✓
3.1.1	<b>Specific Outcome</b> Describe at least three other cultures that make tipis or equivalent shelters (such as yurts, yaks, goahti or laavu)	✓
3.1.2	<b>Specific Outcome</b> Compare and contrast various approaches to tipi making	✓
3.2	<b>General Outcome</b> How does the precision of design and construction and design of a tipi represent healthy living?	✓

<b>Curriculum Elements</b>		<b>Tipi Making 15-3</b>
3.2.1	<b>Specific Outcome</b> Demonstrate symmetrical design in tipi making	✓
3.2.2	<b>Specific Outcome</b> Explain how this symmetry can help find balance in one's own life and role model this to family, community and others	✓
3.2.3	<b>Specific Outcome</b> Design a life action plan to bring more balance into their lives	✓
3.2.4	<b>Specific Outcome</b> Describe how they must start with a clear mind and maintain focus through patient and persistent effort	✓
3.2.5	<b>Specific Outcome</b> Follow instructions as a lifelong learning experience	✓