

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
Animals/plants		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
<p>FALL</p> <p><u>Values</u></p> <p>Respect Sharing Compassion Success Generosity Self-esteem Trust Cooperation Conflict resolution</p>	<p>Deer</p> <p>This unit would be best taught with availability of a deer carcass</p>	<p>Journal Students should close their eyes and visualize hunting . They should take the role of the hunter or prey and imagine what their 5 senses and their emotions would be. Brainstorm and then web the five senses and emotions. Students write their experience in this role</p> <p>As a class read the poem Tracking by Joseph Bruchac p198 Simple poem Haiku, or acrostic, predator/prey riddles</p> <p>Reading on Whitailed deer from The Norsask Forest Story Mistik Management</p> <p>Viewing p 91(wolves eating deer), p84(deer killed by car) and additional picture of deer killed by hunter. The Norsask Forest Story Mistik Management Pulling out vocabulary How do you feel? What’s your opinion? What if you saw a picture of a starving or sick deer) Predator/ prey balance</p> <p>Representing learnings about deer with digital pictures in powerpoint</p>	<p>Keepers of Animals- Caduto and Bruchac</p> <p>The Norsask Forest Story Mistik Management</p>	<p>As a class investigate the costs associated with hunting Brainstorm e a list of everything you need to hunt. Students use catalogue such as Cabelas or SIR and SERM to find out costs. Eg. Licenses, clothing, guns, ammunitions, gas, caller , processing materials etc.</p> <p>When you have the deer carcass. Weighing measuring and conversion (g ,kg) of hide, bones and meat.</p> <p>Approximately 1/3 of deer carcass is meat. If a deer weighed 30kg, 15kg, or 60kg how much meat would that be.</p> <p>Recipes – practicing measuring out ingredients and using proportion depending on amount of meat</p> <p>Students will use map and scale to find Km traveled for deer hunting</p> <p>Students will learn how to score the antlers (use Boone and Crocket Method) from internet</p>	<p>Weight scale (meat) Measuring cups Measuring spoons</p> <p>Boone and Crocket Method Antlers</p>	<p>Students will study the habitat of deer</p> <p>Students will listen to elder talk about tracking , learn the signs deer are around (tracking)droppings tree rubbings As a class go to a clearing area in bush, look for signs on animals, draw. p.202 Keepers of Animals- Caduto and Bruchac Students will make molds of tracks using Plaster of Paris Learning log</p> <p>Animal body systems as supplement to unit on human body systems. Look at bones, muscles tendons, organs Compare body parts: bone sizes moose to deer</p> <p>Life cycle –deer/moose When do they shed horns Distinguish bull from cow moose What hunting practices support sustainability?</p> <p>Research parasites found in deer</p>	<p>Keepers of Animals- Caduto and Bruchac</p> <p>Elder</p>

Social Studies		Health		Arts		Phys. Ed	
<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
<p>Hunting as a traditional practice, watch video The Skill of Deer Hunting A Segment of: <u>Had You Lived Then: Life in the Woodlands Before the White Man Came</u></p> <p>Students create Venne diagram about equipment used traditionally and today</p> <p>Smart response questions on video</p> <p>Investigate the Hunting zones in our areas using SERM manual</p> <p>Have resource officer teach students about rules, limits and dress codes for hunting (use hunting guide alternately)</p> <p>Have elders speak to students about: Hunter as provider Respect when hunting Sharing of excess meat Where is the best place to go</p> <p>Students will map their trip and write a log showing what they would do if they got a deer</p>	<p>Discovery Education: The Skill of Deer Hunting A Segment of: <u>Had You Lived Then: Life in the Woodlands Before the White Man Came</u></p> <p>SERM Course manual hunter safety Canadian Wildlife service</p> <p>Elder</p> <p>Maps</p>	<p>Review with students safe practices when hunting and basic first aid for hunting injuries. -gun safety -packing emergency gear -appropriate dress for weather -route planning and sharing with family</p> <p>Resource person to demonstrate and have students participate in butchering meat</p> <p>Butchering- cuts of meat– what parts do you use</p> <p>cooking Preserving Make beef jerky</p> <p>Nutritional value compare deer to beef (organic)</p> <p>Students compare and contrast modern processing vstraditional preparation</p> <p>Soap making out of fat</p>	<p>Maps of animal cuts (Google Images)</p> <p>Northern Canada Food guide Canada food guide Freezer wrap Baggies Spices Mason jars</p>	<p>Read as a class from <i>Moose to Moccasins-GDI</i></p> <p>Resource person come in to prepare hide</p> <p>Preparing of hide</p> <p>Make something from hide, antlers, bones Antlers-earrings Hide covered drums</p> <p>Elder come in to demonstrate traditional calling of deer and moose, also have some commercial products to sample. Students will make see and make homemade calls.</p> <p>Students will learn to calling deer/moose -grunt, bleat, rattling, paddle</p>	<p>From <i>Moose to Moccasins-GDI</i> Video on line Horns</p> <p>Callers/grunt Elder</p>	<p>Project wild games O Deer! PE. activity on habitat, deer has to go after water, shelter and food separately but there is a limited amount of each (split students into 4 separate stations about 12 meters apart)</p> <p>Orienteering -compass, map -treasure hunt activity use checkpoints.</p> <p>Stalking the prey adaptation of red light green light p.202 Keepers of Animals- Caduto and Bruchac</p>	<p>Project Wild</p> <p>Keepers of Animals- Caduto and Bruchac</p>