

<u>Themes</u>	<u>Concept</u>	<u>Language Arts</u>		<u>Math</u>		<u>Science</u>	
<u>Hunting Gathering Harvesting</u>		<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>	<u>Activities</u>	<u>Resources</u>
<p>WINTER</p> <p><u>Values</u></p> <p>Respect Sharing Compassion Success Generosity Self-Esteem Trust Cooperation Conflict Resoultion</p>	<p>Appreciating nature</p> <p>Rabbit Snaring</p> <p>Bush Safety</p>	<p>Read p. 41 to 47 <i>The Rabbit Dance</i> in <i>Keepers of The Animals</i>, Bruchac, Cudato.</p> <p>What is the importance of the circle of giving and receiving in our relationship with the animals?</p> <p>What do we give in return for taking something from nature? Why?</p> <p>Why is it important to appreciate what nature provides for us?</p> <p>What should we do to show our appreciation to the animals?</p> <p>What would our elders tell us to do to appreciate nature?</p> <p>Using the Writing Process format, write an expository or narrative essay about your rabbit snaring trip.</p> <p>As an extension students create their own legend about rabbits. Explain that the legend contain a moral.</p> <p>CELS CRITICAL AND CREATIVE THINKING COMMUNICATION</p>	<p><i>Keepers of the Animals</i>, Bruchac, Cudato</p>	<p>Teacher purchase a roll of snare wire. As a class examine the receipt. What does it cost? How long is the wire?(estimate and then read the packaging)</p> <p>The length of the wire will be in meters students will have to convert to centimeters.</p> <p>Teacher demonstrate that the rabbits head is the size of a fist and the wire needs to go once around the head and have enough wire to tie to the branch (this piece of wire should be as long as your middle finger to your wrist)?</p> <p>Have each student estimate how much wire they would need for a snare. String can be used to develop a more accurate estimate.</p> <p>Calculate how many snares can be made from one roll of wire.</p> <p>Calculate how many rolls will be needed to make two snares per student.</p> <p>What will be the cost?</p> <p>Have students make 2 snares each. (make sure that students have marked their names on tape to identify their snares)</p> <p>CELS: NUMERACY CRITICAL AND CREATIVE THINKING</p>	<p>Snare wire</p> <p>Calculator</p> <p>Measuring devices</p> <p>Recipe</p>	<p>Describe the science of snaring.</p> <p>View PowerPoint of previous snaring trip on icsd112.ca</p> <p>Prior to snaring students with guidance of elder identify animals by the tracks (or other evidence) they leave in the snow.</p> <p>Take digital pictures of tracks in the snow and see if other students can identify the bird or animal that made the track(s))</p> <p>Bring to class a rabbit that has been snared.</p> <p>Have elder skin rabbit and allow students to examine the internal organs of a rabbit. Elder share traditional knowledge of the nutritional and medicinal value of internal organs.</p> <p>Students draw the shapes of internal organs and label them. Students include paragraph paraphrasing the elders narration.</p> <p>Discuss the predator/prey relationship and its effect on rabbit population. Why a lot of rabbits some years and other years very little?</p> <p>CELS: TECHNOLOGY CRITICAL AND CREATIVE THINKING</p>	<p>icsd112.ca</p> <p>Knife</p> <p>Tweezers</p> <p>Outdoors</p> <p>Digital Camera</p>

<u>Social Studies</u>		<u>Health</u>		<u>Arts</u>		<u>Phys. Ed</u>	
<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>How is snaring and trapping part of our northern identity?</p> <p>Have elder come in to explain to students about snaring now and long ago. -materials used -transportation -amount animals caught</p> <p>In addition use <i>Metis Legacy II</i> by Hourie, Dorian, Bakwell as reference for information on tanning hides and snaring</p> <p>Compare the way we rabbit snaring today with that of long ago. Students will create a Venn diagram showing the similarities and differences. Students will prepare for and participate in a trip to rabbit snaring</p> <p>CELS PERSONAL AND SOCIAL VALUES AND SKILLS CRITICAL AND CREATIVE THINKING</p>	<p><i>Metis Legacy II</i> by Hourie, Dorian, Bakwell</p>	<p>As a class discuss and develop to list of safety rules to follow while in the bush to prepare the students for the snaring trip. Include: -how to dress -safety with tools (axe) -moving in bush</p> <p>Discuss tips on how to remain calm if lost or injured.</p> <p>Discuss with students what they might do if they got lost or injured. (ie., finding your bearings by observing the rising/setting of the sun; certain trees point to the north; dark and light side of some trees can be used to identify direction).</p> <p>While on snaring excursion recall and practice safety rules As a class make a lean-to under guidance of teacher and elder</p> <p>As a class share a meal of rabbit this could be rubaboo and bannock Recipes can be found in <i>Our Food Our Stories</i> A Nutrition Resource for Aboriginal Head Start in Urban and Northern Communities Also information in <i>Metis Legacy II</i> by Hourie, Dorian, Bakwell</p> <p>CELS CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS</p>	<p>Elder Bush</p> <p><i>Our Food Our Stories</i> A Nutrition Resource for Aboriginal Head Start in Urban and Northern Communities</p> <p><i>Metis Legacy II</i> by Hourie, Dorian, Bakwell</p>	<p>Use the list of safety rules and tips to create a class book or display. Each student will illustrate one safety tip using pencil and pencil crayons.</p> <p>Dry out the rabbit skins using borax or salt. Cut two small identical patterns from the skins. Have elder teach students how to stitch the patterns together and attach to chain to make a key chain.</p> <p>Students listen to <i>The Rabbit Dance</i> from <i>Drops of Brandy</i> Gabriel Dumont Institute or <i>Rabbit for Lunch</i> from <i>Singing to Keep Time</i> Gabriel Dumont Institute</p> <p>Students use drums to create drum beat that goes with the music.</p> <p>Without music have students create in small groups drumbeat for various movements of the rabbit to illustrate escape, panic, grazing, watching.</p> <p>CELS CRITICAL AND CREATIVE THINKING COMMUNICATION</p>	<p><i>Drops of Brandy</i> Gabriel Dumont Institute</p> <p>Drums</p> <p><i>Singing to Keep Time</i> Gabriel Dumont Institute</p>	<p>Reread p. 41 to 47 <i>The Rabbit Dance</i> in <i>Keepers of the Animals</i>, Bruchac, Cudato</p> <p>Students participate in circle dance to represent the circle of life. This is a dance done in a circle with the rabbit step</p> <p>Students practice cardinal directions as part of bush safety.</p> <p>In gym use a compass to identify North. Then using whistle have students change directions at whistle. Teacher call out the directions.</p> <p>Students use snowshoes on school grounds as preparation to travel in bush if needed.</p> <p>CELS CRITICAL AND CREATIVE THINKING PERSONAL AND SOCIAL VALUES AND SKILLS INDEPENDENT LEARNING</p>	<p><i>The Rabbit Dance</i> in <i>Keepers of Animals</i>, Bruchac, Cudato</p>