

Animals: Lesson 1  
Journal/Reflective Writing

Learning Intention:

I can describe how animals are important in the lives of Aboriginal people.  
I can reflectively about what I learned and show what I know.



**Learning Outcome:**

- describe how animals are important in the lives of **Aboriginal** peoples in BC

**Achievement Indicators:**

- identify from historical sources how animals were part of the lives of **Aboriginal** peoples (e.g., bear: fur for warmth during the winter; grease for cooking and personal care; bones for tools)
- illustrate in detail how animals help to meet the needs of local **Aboriginal** peoples (e.g., seal oil and meat on the West Coast; eagle feathers in ceremonies, bison on the plains)

**Materials**

1. Picture collage from: The Kids Book of Aboriginal People in Canada
2. Variety of Aboriginal books (Bobbie Kalman, Diane Silvey, Niki Walker)
3. Animal Journal page
4. Importance of Animals Powerpoint

**Lesson**

1. Set Learning Intention, Essential Understanding, (optional: 4 thinking questions)
2. Talk about what students know about animals and how people use animals. How are animals important to you?
3. Turn and Talk—partner talk about “all the ways animals are important to you”.
4. Journal Write- Animals. Students write how animals are important in people lives (their own, or other)
5. Students can share out and with a coloured pencil can add new ideas to their journal entry.
6. On carpet—Guided visualization about life long ago....look at picture collage and chat to a partner about “what you notice about how animals were used by Aboriginal people long ago”
7. Partner/Small group work—Detective work: be a detective looking for clues in a variety of Aboriginal content books (Bobbie Kalman etc) to find evidence of how animals were used long ago.
8. Report out what you noticed about how Aboriginal people used animals. What did you notice? What surprised you?
9. Show Importance of Animals powerpoint
10. Quick Game Show—fast buzzer game with trivia questions (use information that students found in picture collage, in books and from Powerpoint)

# **Essential Understanding**

Why are animals important  
to Aboriginal people?

### **Right There**

What are some uses of animals?

### **Think and Search**

How did knowledge of animals help Aboriginal people survive?

### **World and Me**

In our society, or in your experience, do you know of other ways animals were used in other cultures?

### **On My Own**

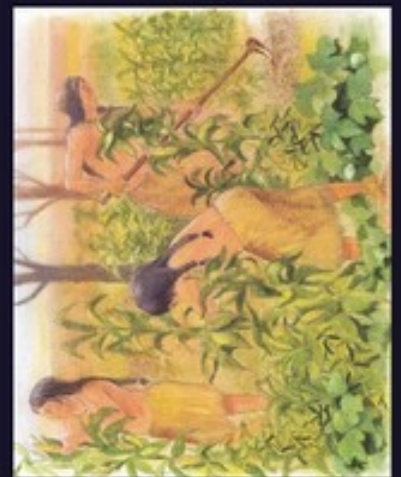
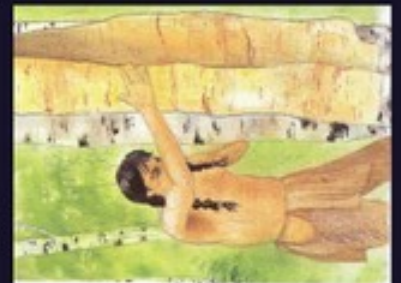
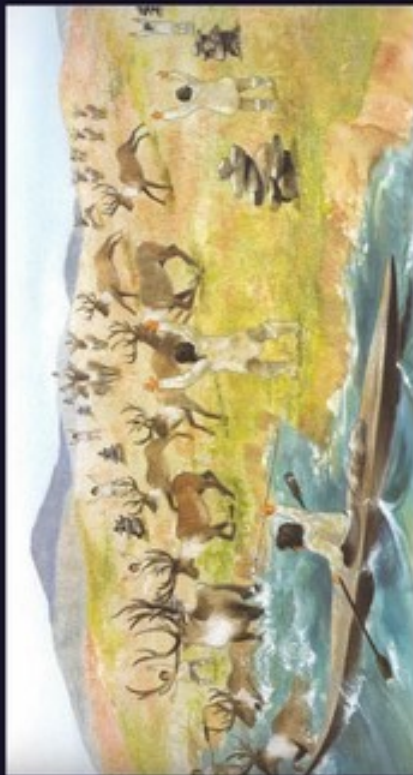
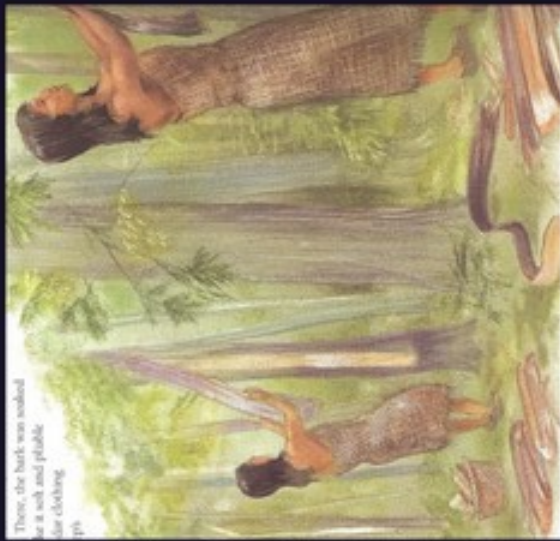
Is it important to study to study other cultures?



### *Our Learning Intention:*

- I can describe how animals are important in the lives of Aboriginal people.
- I can write reflectively about what I learned and show what I know.

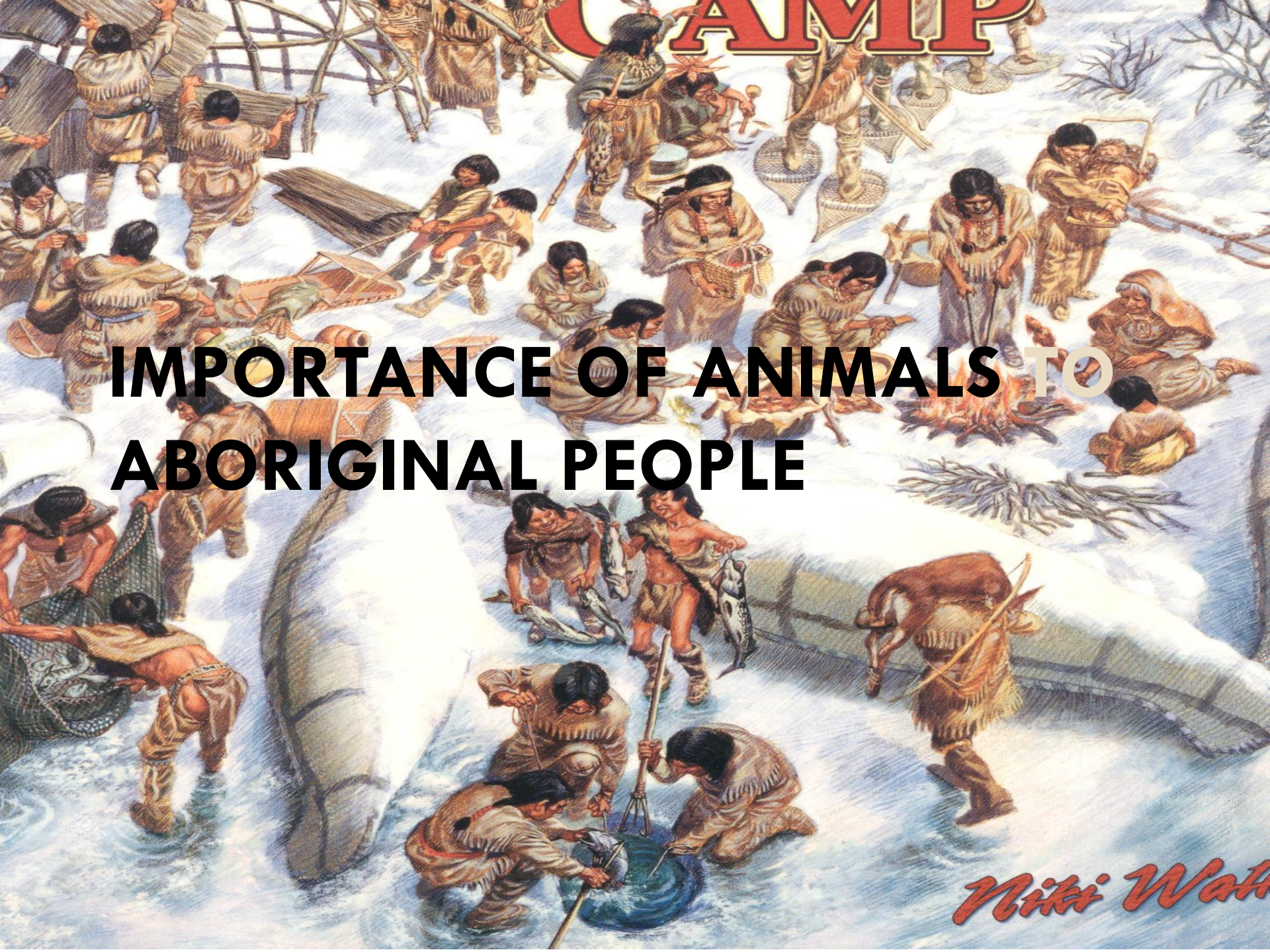




# Journal Criteria

- Tell things about what you learned or already knew
- Make a connection
- Give an example
- Ask a question





CAMP

# IMPORTANCE OF ANIMALS TO ABORIGINAL PEOPLE

*Niki Watt*



# How were animals used to make this cape?





# What do you notice about the use of the animals in this picture?



# Mukluks and leggings made from animal hides.





# Turn and talk to a partner

---

- What are all of the ways you can think that Aboriginal people may have used animals in their lives long ago.

What do you think is used to cover the poles of the teepee?





# What part of an animal was used to make these tools?

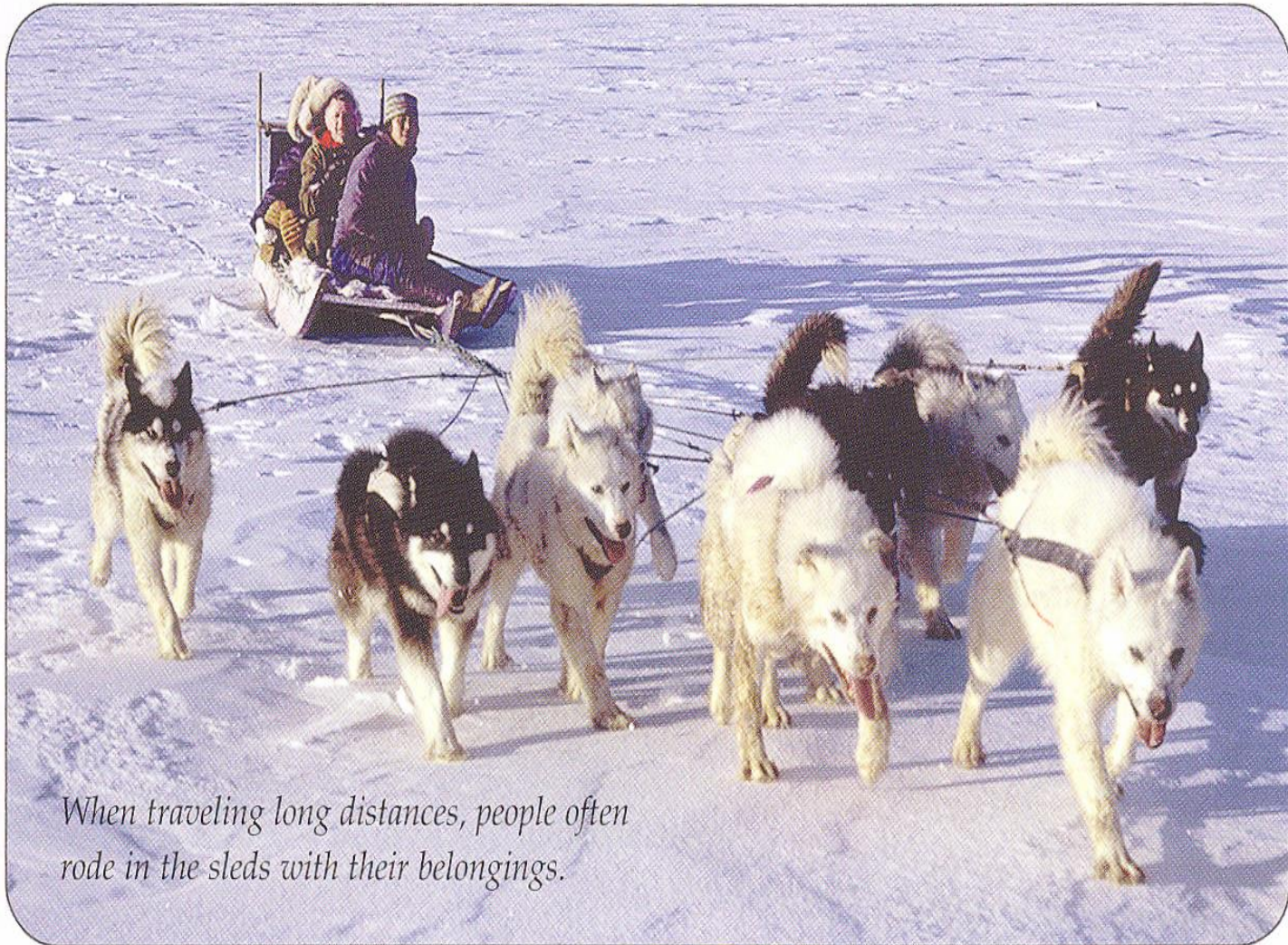


An Inuit man using a bow-drill. What do you think the bow drill is made from?





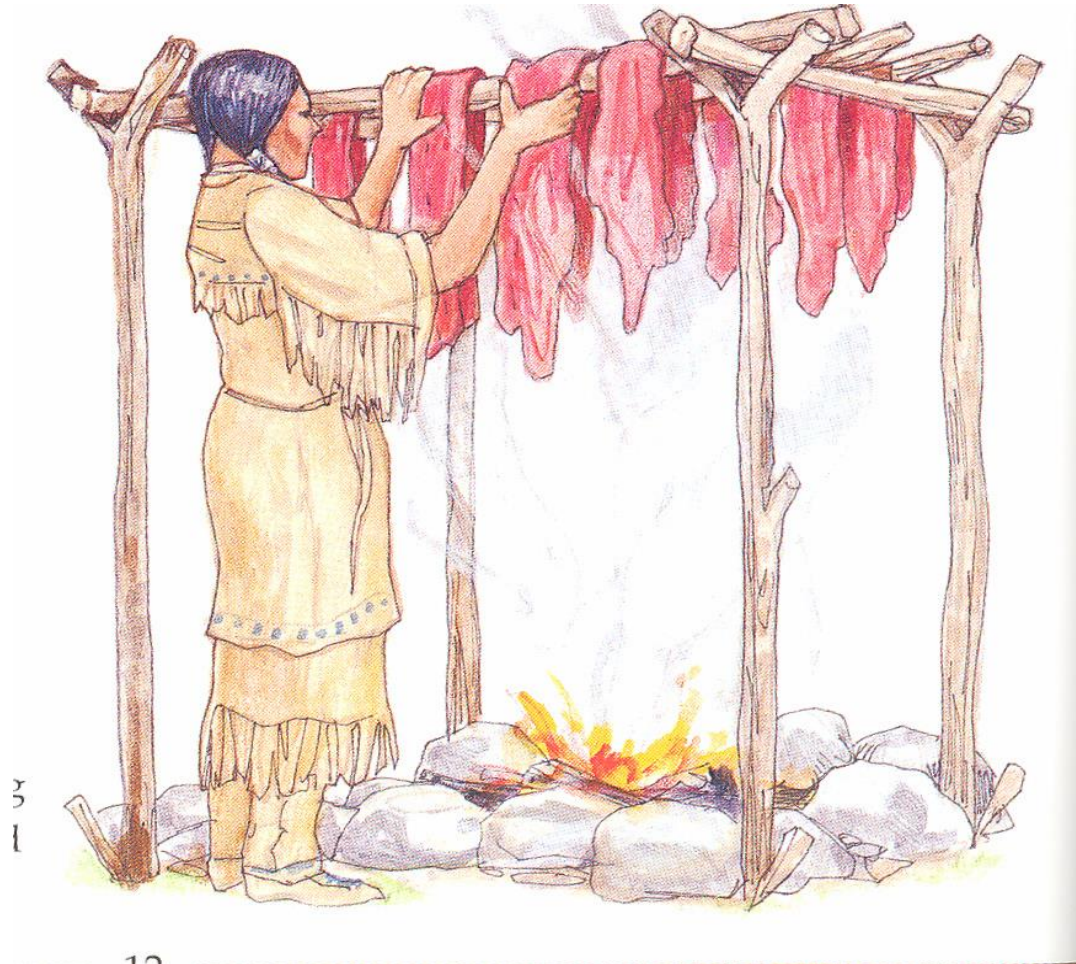
# How do you see animals being used in this picture?



*When traveling long distances, people often rode in the sleds with their belongings.*



What is the animal being used for in this picture?



# What do you think Aboriginal people did with duck and gull eggs?





# Clams were collected for food.



Mussels were also an important food source.



Herring eggs were collected and used as food.



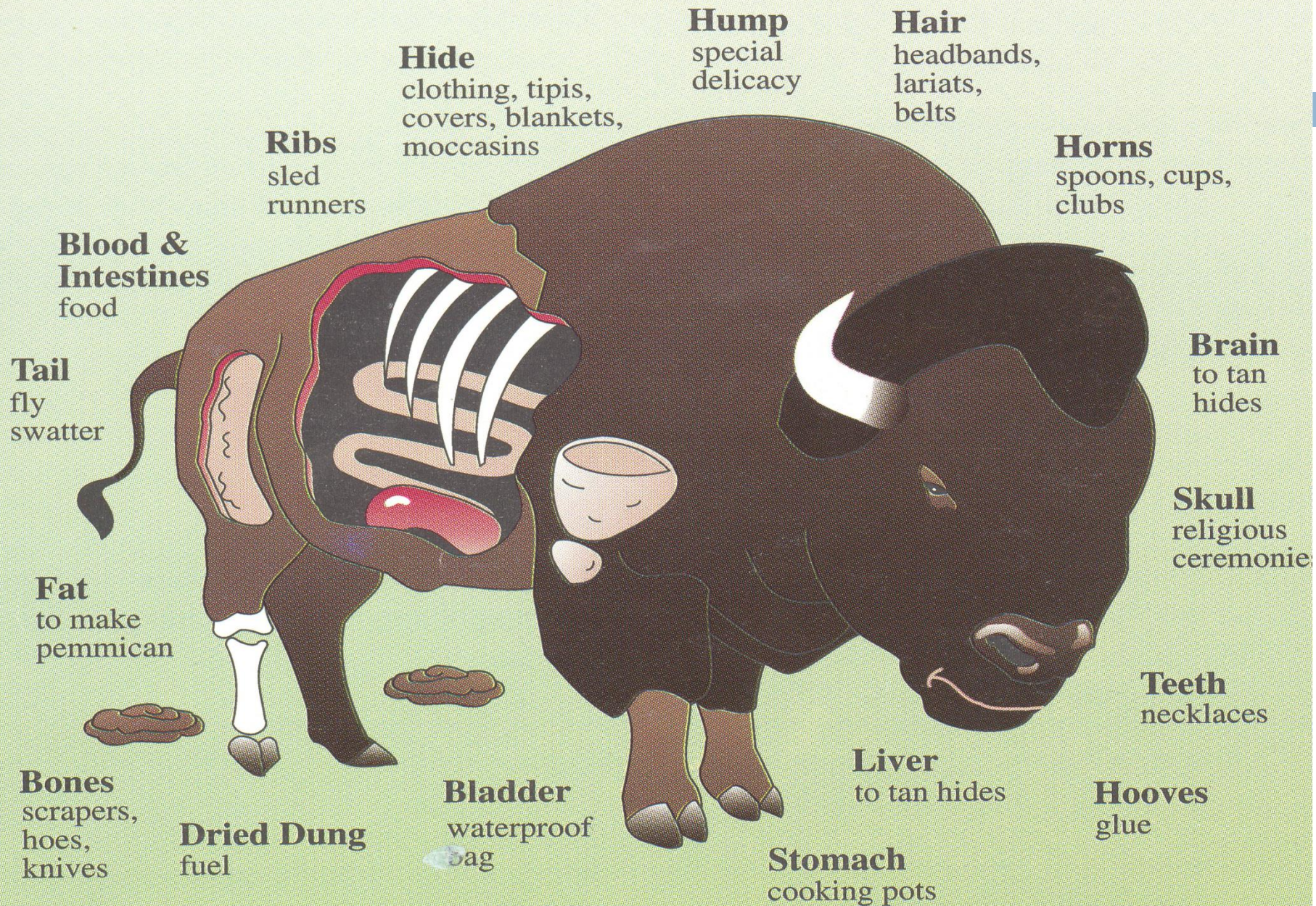


# Many animals were hunted.





# Every Part of the Buffalo Was Used



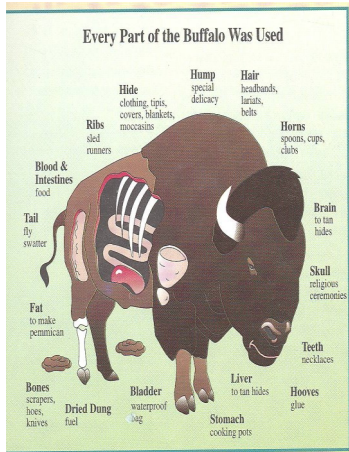


## Animals: Lesson 2

### Journal/Reflective Writing

#### Learning Intention:

I can describe how Aboriginal people used all parts of the animal.  
I can write reflectively about what I learned to show what I know.



#### Learning Outcome:

- describe how **Aboriginal** people used all parts of the animal.

#### Achievement Indicators:

- identify from historical sources how all parts of the animals were used by **Aboriginal** peoples (e.g., bear: fur for warmth during the winter; grease for cooking and personal care; bones for tools)
- illustrate in detail how animals help to meet the needs of local **Aboriginal** peoples (e.g., seal oil and meat on the West Coast; eagle feathers in ceremonies, salmon for food)

#### Materials

- "Using the whole animal" **Worksheet**
- Animal furs (from Ab Ed Centre), mink, marten, raccoon, beaver, animal sinew, raw hide
- Every Part of the Buffalo picture
- Animal Use Journal Page
- Optional: Youtube clip: <http://www.youtube.com/watch?v=4eAnCwd1NYU> Warning: a part where they are scooping brains out of the caribou head.

#### Lesson

- Review Essential Understanding and Learning Intentions (optional: 4 thinking questions)
- Review learning about how animals were important to Aboriginal people long ago. Talk about importance of animal furs. Link to fur trade, trapping, use of animal hides for clothing and shelter. Can review picture collage if required.
- Experiential time with furs, students can ask questions, talk about what they notice. Discuss uses of sinew, bones, furs, etc.
- Turn and Talk : "What do you think the furs were used for?" Report out
- Partner/Small Group work— Hand out "Every Part of Buffalo" picture. Discuss use of all parts of buffalo in partnerships and in small groups. "What did you notice?" "What surprised you?" Students can share what they discovered about "use of animal parts" with larger group.
- Worksheet**—students complete "Using the Whole Animal" worksheet using pictures and words to demonstrate their understanding.
- Optional Response: Reflective Journal: Animal Use Journal response
- Optional Extension: Explain the tanning process: Youtube clip of traditional brain tanning of a caribou hide.



# Essential Understanding

How did Aboriginal people  
use all parts of the animals  
they hunted or trapped?

### **Right There**

What are some uses of animals?

### **Think and Search**

How did knowledge of animals help Aboriginal people survive?

### **World and Me**

In our society, or in your experience, do you know of other ways animals were used in other cultures?

### **On My Own**

Is it important to study to study other cultures?



*Our Learning Intention:*

- I can describe how Aboriginal people used all parts of the animal.
- I can write reflectively about what I have learned to show what I know.
-




Name: \_\_\_\_\_

## My Journal for: Animal Use

Use words, pictures and symbols to explain what you know about how Aboriginal people used all parts of an animal.

What parts of the animal were eaten? How were the bones used? How were the hides and furs used? How was animal sinew used?



---

---

---

---

---

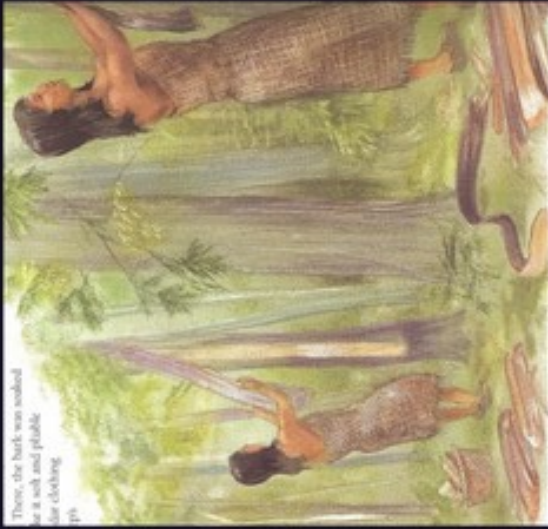
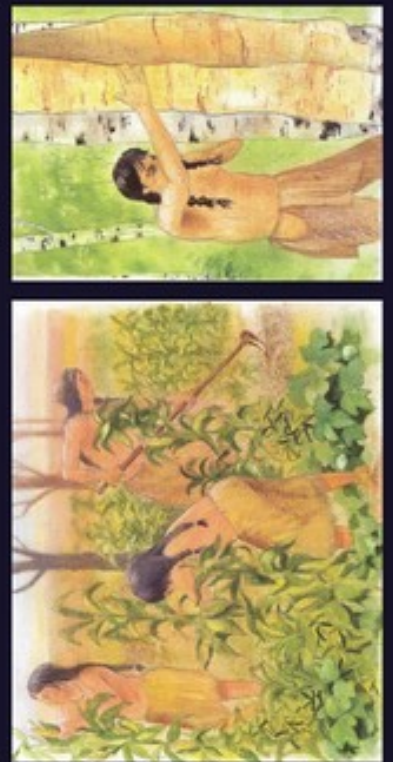
---

---

---

# Journal Criteria

- Tell things about what you learned or already knew
- Make a connection
- Give an example
- Ask a question

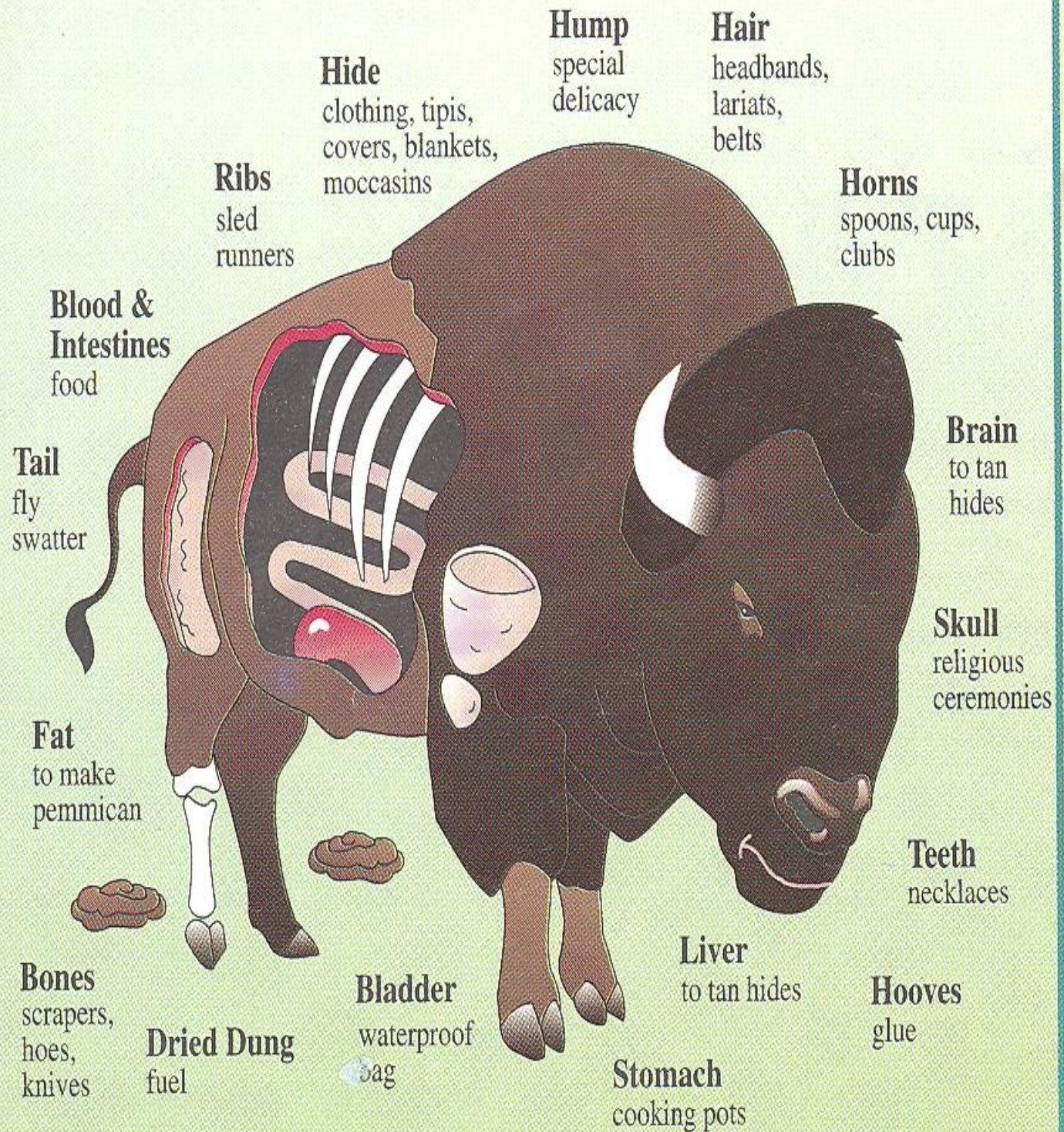


There, the bark was soaked  
in a web and pliable  
for clothing  
ph

community had sufficient  
ed for months.  
ties for lashing loads and  
fishing lines.



# Every Part of the Buffalo Was Used





How would First Nations people use the whole animal so that nothing was wasted? Draw some pictures about how the parts of the animals were used and write a sentence about each one.

1	2
3	4

- 1) \_\_\_\_\_  
\_\_\_\_\_
- 2) \_\_\_\_\_  
\_\_\_\_\_
- 3) \_\_\_\_\_  
\_\_\_\_\_
- 4) \_\_\_\_\_  
\_\_\_\_\_

Once you have finished this page you may draw a setting around the caribou on the other side.

Name: \_\_\_\_\_

# My Journal for: Animals

Use words, pictures and symbols to explain what you know about animals?

How do people use animals? How are animals important in your life?

What are some things that are made from animals?

**What are you wondering about?**



---

---

---

---

---

---

Question \_\_\_\_\_

---

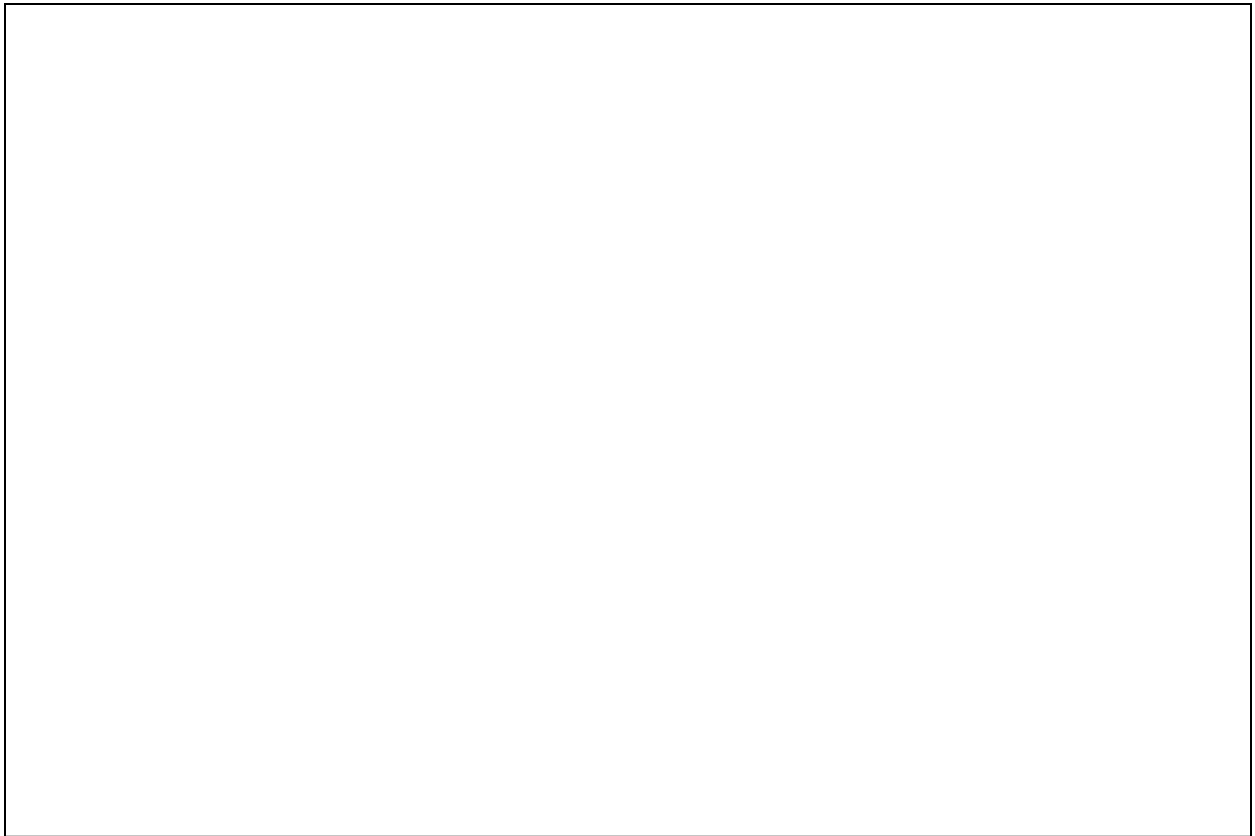
---

Name: \_\_\_\_\_

# My Journal for: Importance of Animals to Aboriginal People

Use words, picture or symbols to tell what you know about how animals  
were important to Aboriginal people.

**What are you wondering about?**



---

---

---

---

---

---

Question \_\_\_\_\_

---

---



Learning Intention		
Before		After
<input type="radio"/>	I can describe the importance of animals to Aboriginal people.	<input type="radio"/>
<input type="radio"/>		<input type="radio"/>
<input type="radio"/>		<input type="radio"/>

Learning Intention		
Before		After
<input type="radio"/>	I can describe the importance of animals to Aboriginal people.	<input type="radio"/>
<input type="radio"/>		<input type="radio"/>
<input type="radio"/>		<input type="radio"/>