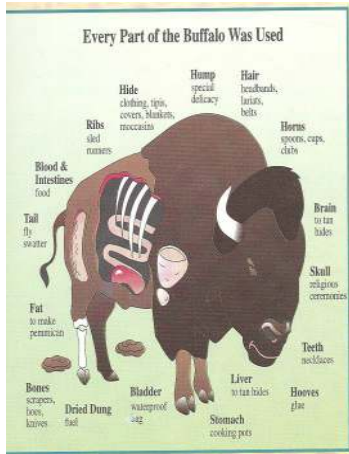


## Animals: Lesson 1

### Learning Intention:

I can describe how Aboriginal people used all parts of the animal.

I can describe the importance of animals to Aboriginal people.



### Learning Outcome:

- Describe Aboriginal people's connection to natural resources

### 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

- Office Artifacts
- Animal furs (from Ab Ed Centre), mink, marten, raccoon, beaver, animal sinew, raw hide
- Printed pictures from the kids book of Aboriginal peoples in Canada
- Collage from Kids book of Aboriginal peoples in Canada
- Optional: Youtube clip: <http://www.youtube.com/watch?v=4eAnCwd1NYU> Warning: a part where they are scooping brains out of the caribou head.

### Lesson

- Introduce the learning intention: I can understand how Aboriginal people used animals in a variety of ways.
- Thinking sheet: One colour: Ask students what they know about how animals are important: Do a quick turn and talk, then share and record ideas.
- Gallery Walk: Experiential time with furs, moccasins, rattle, drum, totem pole, dreamcatcher, etc. Students can ask questions, and talk about what they notice. Discuss uses of sinew, bones, furs, etc.
- Show video of preparing a hide.
- Have students add any uses to their sheet that we have talked about, this time using a coloured pencil crayon.
- Question: Do you think that there are more uses than these for animals? What other uses can you imagine?
- Groups of 3— Do one as an example. Look at the pictures, and see what you can discover about animal uses from the pictures given. Come up with as many as you can from your picture. Use the making inference sheets. You will have approx 4 minutes to infer what you can about the picture, and the different animal uses you will see. Then, you will share out to the class what you noticed.
- Ticket out the door: What can you say in one sentence or less about how Aboriginal people traditionally used animals?



*Our Learning Intention:*

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

### **Right There**

What are some uses of animals?

### **Think and Search**

How did Aboriginal knowledge of animals help them survive?

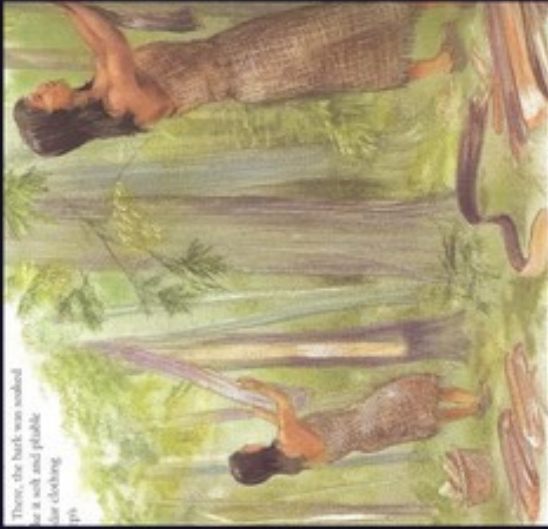
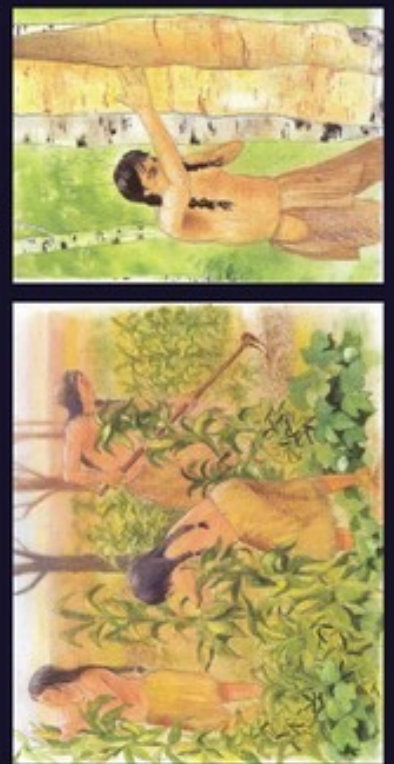
### **World and Me**

Do you know of other ways animals were used in other cultures?

### **On My Own**

Is it important to study to study other cultures?





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.

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.