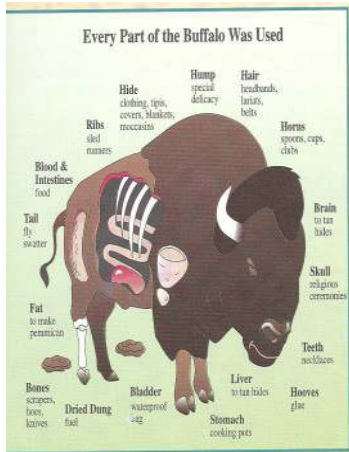


Animals: Lesson 2

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

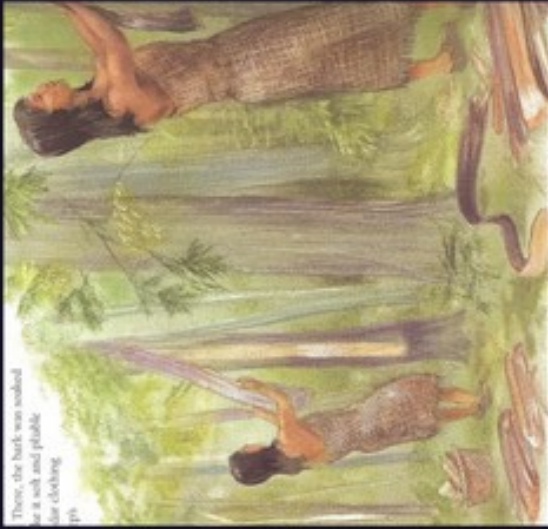
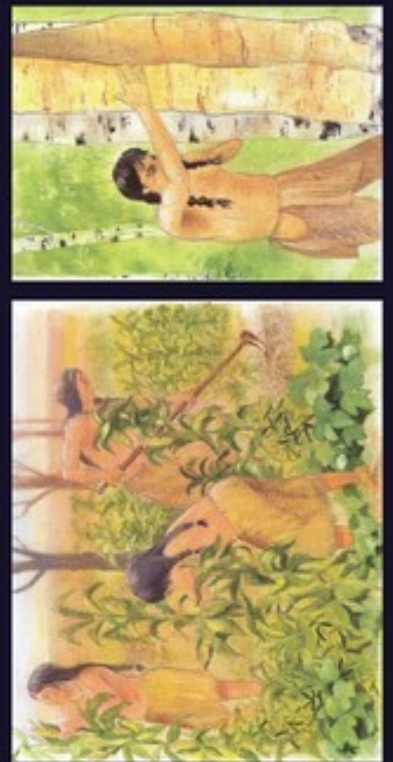
Use words, pictures and symbols to explain what you know about how Aboriginal people used all parts of an animal.

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

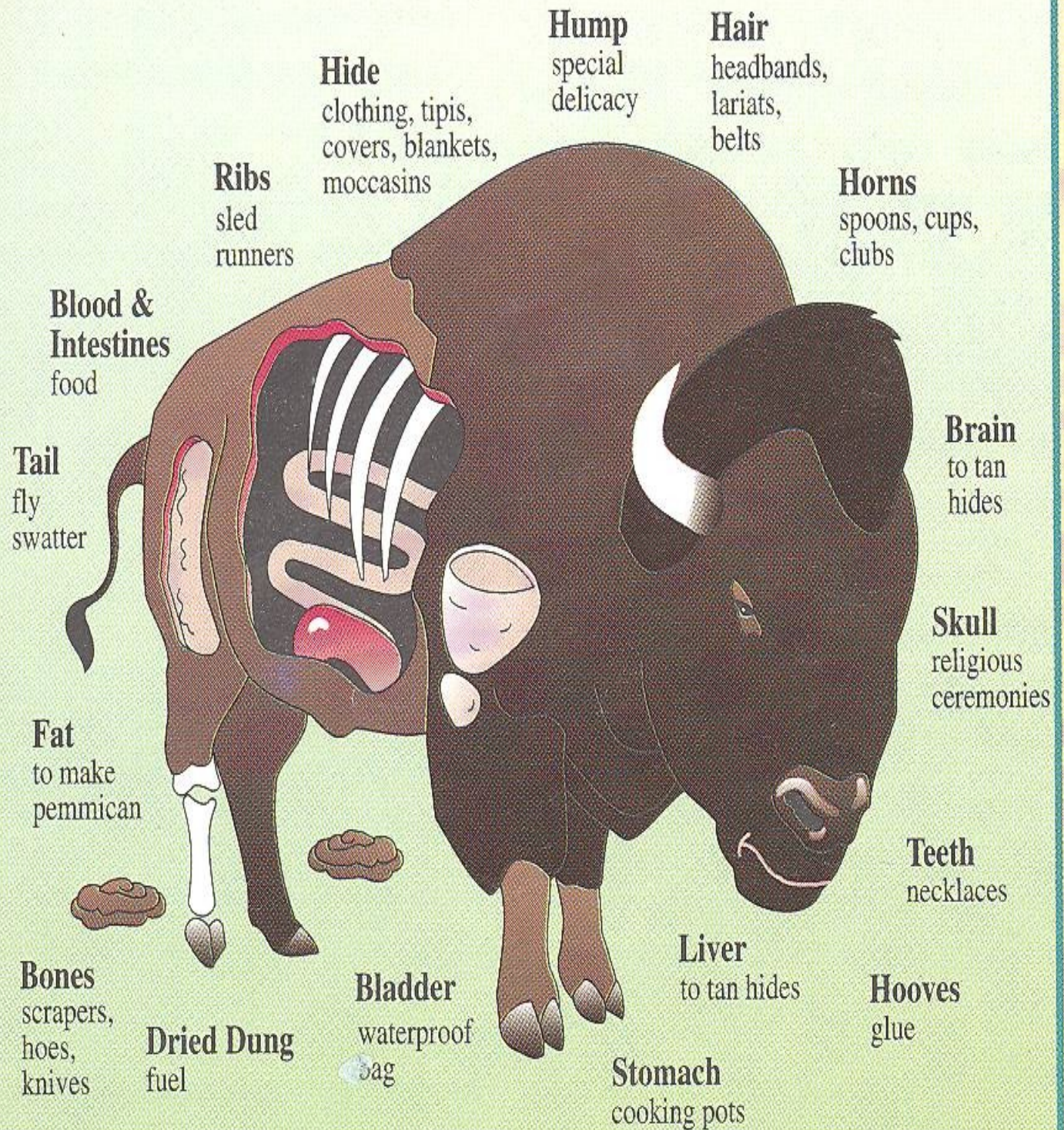
- Tell things about what you learned or already knew
- Make a connection
- Give an example
- Ask a question



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.