

GRADE 10 SOCIAL STUDIES:

SEEING CARIBOU THROUGH SOCIAL MEDIA



ILLUSTRATED BY VIOLET GATENSBY, 2022.

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SOUTHERN LAKES CARIBOU IN THE SCHOOLS: A COMMUNITY-BASED LEARNING RESOURCE

Compiled and edited in 2022 by:

Rivers to Ridges
2180 2nd Avenue
Whitehorse, Yukon
Canada Y1A 5N6
www.riverstoridges.org

Cover art by:

Violet Gatensby
[instagram.com/violet.gatensby](https://www.instagram.com/violet.gatensby)

All interior art by:

Tedd Tucker,
Berwin
www.berwin.ca

**Elder facilitation and
leadership provided by:**

Copper Joe Jack (Go' gon'),
Land and Peoples Relationship Model
www.respectcareshare.ca

www.southernlakescaribou.com/educators

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Southern Lakes Caribou in the Schools:
your local Southern Lakes Yukon First Nation
Community Booklet or Southern Lakes Caribou
in the Schools: Learning Resource

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SEEING CARIBOU THROUGH SOCIAL MEDIA

BIG IDEAS

- The development of political institutions is influenced by economic, social, ideological and geographic factors
- Worldviews lead to different perspectives and ideas about developments in Canadian society
- Historical and contemporary injustices challenge the narrative and identity of Canada as an inclusive, multicultural society

CONTENT	CURRICULAR COMPETENCIES
• Government, Yukon First Nations governance, political institutions and ideologies • Environmental, political and economic policies • Cultural, societal, spiritual, land use, environmental policies missing word • Canadian identities (manifestations or representations of Yukon First Nations arts, traditions, languages) • Media and art: Canadian content • Advocacy for human rights, including findings and recommendations of the Truth and Reconciliation Commission	• Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas and data; and communicate findings and decisions • Assess how underlying conditions and the actions of individuals or groups influence events, decisions or developments, and analyze multiple consequences • Explain and infer different perspectives on past or present people, places, issues or events • Make reasoned ethical judgments about actions in the past and present, and assess appropriate ways to remember and respond
LEARNING TARGETS	
1. I can explore the Southern Lakes Recovery Project (SLCRP) through media and public messaging to form a shared identity. 2. I am able to reflect on forms of relationship models to create strength in interconnection with a First Nations framework lens. 3. I can inquire about the SLCRP with community leaders in relation to Canadian identities and Yukon First Nations traditions. 4. I can examine messaging through new media about stewardship and sustainability for the Southern Lakes Caribou (SLC).	

PRIOR LEARNINGS

Prior to teaching the following activities and games, it would be helpful if the students had a basic overview of Southern Lakes Caribou movement patterns and seasonal rounds. Some helpful resources are listed below.

- C. (n.d.-a). *Southern Lakes Caribou* | <https://southernlakescaribou.com>
- *Caribou in the Schools: Community Booklet (for your community)*
- Heritage, C. (n.d.). *Guide to the Canadian Charter of Rights and Freedoms - Canada.ca*.
<https://www.canada.ca/en/canadian-heritage/services/how-rights-protected/guide-canadian-charter-rights-freedoms.html>

PART 1: OPENING CIRCLE AND EXAMINING WORLDVIEWS

LEARNING TARGET:

I can explore the Southern Lakes Caribou Recovery Program (SLCRP) through media and public messaging to form a shared identity.

MATERIALS

- NFB of Canada Short Film: *The Egg* (1 min)¹⁷
- NFB of Canada: *Dancing Around the Table Part 1* (34:50-39:00)¹⁸
- Writing tools and paper
- Art supplies (clay, plasticine or wood)
- Caribou artifact or photos printed (tufting, fur, antlers, hooves, hunting tools) (Appendix 1B and 2C)
- Community Booklet (for your community)

TIME: 90 MINUTES

OPENING: CONNECTING TO COMMUNITY IDENTITY

Gather in a circle (outside, if weather permits) and introduce an Elder or Traditional Knowledge Holder who can speak to the SLCRP. Once there has been space carved out for the guest to share, follow up with the importance of perspective. Pass around a Caribou artifact and ask each student to tell you something about it through their senses. Highlight that everyone has their own opinion and although some perspectives are similar, they each bring a different view or belief about the artifact. Everyone's opinion matters and has value.

ASK STUDENTS

- What does this artifact mean to you? How does it make you feel? What does it feel like, smell like?
- How does this artifact connect with Caribou?
- Where do the Southern Lakes Caribou (SLC) live? Which First Nations have Traditional Territories in the Southern Lakes Area?
- What is the relationship plan for the SLC and which nations have come together to support the recovery of the SLC?
- What are some of the recommendations and guidelines put in place by the SLCRP?
- How can community knowledge positively affect the population of SLC?
- What can we learn from Traditional Knowledge about biodiversity and the interconnection of all living organisms?

Share ideas.

The Yukon's communities have a close connection with Caribou dating back 4,000 years or more. Caribou are an important food source for Yukon First Nations but they are also an indicator of the state of the environment and are deeply connected to their relationships with the land and water. Have students read over the summary of the Relationship Plans guidelines for long term sustainability.

¹⁷ National Film Board of Canada. (1979). *Canada Vignettes: The Egg*. https://www.nfb.ca/film/canada_vignettes_the_egg/.

¹⁸ National Film Board of Canada. (1987). *Dancing Around the Table, Part One*. https://www.nfb.ca/film/dancing_around_the_table_1/.

ACTIVITY 1: PARTICIPATION AND POWER IN NEGOTIATIONS

Share all videos and clips that highlight topics of First Nations Self-Governance, the concept of equality, a framework for the future, colonization, human's fundamental rights and collective or individual rights.

ASK STUDENTS

- What are the challenges in building a nation?
- Do you agree that societies in evolution are often in danger of self-destruction?
- How do art, media and innovation inform a shared collective identity? What is identity?
- What system of negotiation has been used between First Nations people and Western Societies? What perspective does this system highlight and support? Does it include all ideologies or practices?
- What human errors are highlighted in these video clips and how do they relate to human rights?
- What is a colonized view? How might the view of superiority over another identity hold negative repercussions for Caribou and their environment?

Share ideas.

Discuss the perspectives from the past and ruminate on how these perspectives have changed, are changing, could change or how worldviews and beliefs today are potentially still deeply rooted in a colonized viewpoint. Support the conversation with respect, peace and harmony in contrast to the discussions in the video.

Create a **Circle-Circle Intersection** visual representation of the discussion between classmates. Consider adding a circle to represent the voice of the Caribou or of Mother Nature. Create a section made only for questions for which the students would like answers. Highlight the fact that the students are creating one "product" but that they each have their own identity, history and experience which plays a role in negotiating where to place certain concepts. They will negotiate which ideas belong where and which ideas overlap.

EXTENSIONS

- Students could create a 3D drawing as their completed piece or use a draft drawing to create their idea which will then be represented through a sculpture out of sculpting clay.
- Invite a local First Nations artist to discuss their work, their knowledge about tradition and how 3D art can bring about the concept of perspective. Give examples of different styles of 3D art such as carvings, modeling out of stone, metal or wood. Introduce the concept of Anamorphic Art and show some examples of how this style of art creates an image that can only be understood from a specific angle.
- Have students reflect on the video clips and the concept of a shared identity in creating a nation. Ask them to represent their perspectives/opinions artistically with the technique of perspective drawings.

CLOSING

Have a showcase for their artwork and invite other classes to travel through the curated exhibit.

ASSESSMENT OPPORTUNITIES

Are students able to:

- Express an opinion about what identity means to them?
- Highlight the importance of having different viewpoints at the table when discussing an important topic?

PART 2: MAKING CONNECTIONS: RELATIONSHIP MODELS

LEARNING TARGET:

I am able to reflect on forms of relationship models to create strength in interconnection with a First Nations framework lens.

MATERIALS

- **Labrador leaves: in an open vessel or printed (Appendix 4B)**
- **Three tik tl'el/ropes (Dän'ke, Kwanlin Dün First Nations dialect)**
- **Tokens in three colours printed and cut out (Appendix 4C):**
 - Respect for all
 - Care for the land
 - Sharing knowledge
- **Community Booklet (for your community)**

TIME: ~60 MINUTES

OPENING: CONNECTING WITH LAND AND PEOPLE

Gather in a circle. Pass around the opened vessel of labrador tea leaves and invite students to smell them, touch them and describe their shape and/or colour when it is their turn, highlighting that the student holding the vessel is the person who is speaking while the others are listening respectfully.

ASK STUDENTS

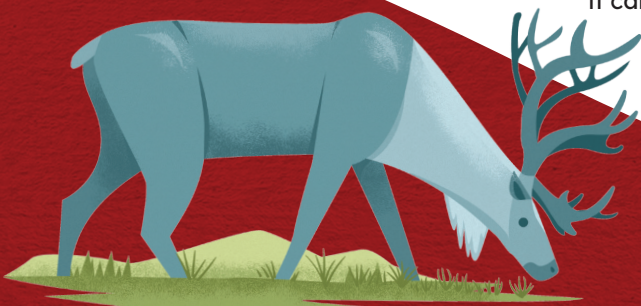
- What is this plant? Have you seen it before? (Labrador is an edible plant that grows naturally on the land. It has oblong leaves that are dark green and sometimes rusty brown.)
- Who might eat this plant? Have you tried it before? (Labrador grows white flowers in the summer months but the leaves are used for making tea, for its flavour and for medicinal uses. Caribou eat this plant because it is a low growing shrub that can be found on mountain ranges and under the snow.)
- Where do you think this plant can be found?

ASK STUDENTS

- Did every person in the circle have the same opinion or feeling about this plant?
- How were some opinions similar or different?
- How did we express our ideas and thoughts about this plant with each other?
- How can we develop compassion towards others who may have different opinions to our own?

Share ideas.

Highlight the similarities between students' opinions and whether any students changed their view based on something they heard another classmate share. Human beings are unique in the ways that they communicate with each other. For instance, in this circle, ideas were shared orally through talking, taking turns listening and showing patience. When we have a difference of opinion, it is a chance to consider another person's perspective. When discussing topics that are of high importance, it can be challenging to find a middle ground or a way to find



commonalities that would allow for positive action to take place. In considering the SLC and their recovery, many discussions were had between different parties before making an action plan in relation to the land and waters.

When we consider different ways of thinking, we notice that the Western ways of thinking are deeply rooted in politics, amalgamation of different cultures and individualism. Long-ago people used a holistic approach linked to family, community, the land, waters, plants and animals with a focus on respect and shared knowledge. This is a holistic approach that is also a living approach, meaning that it is used today and is directly linked to Traditional Ways of Knowing, Doing and Being.

ACTIVITY: CROSSING THE RIVER TO CONNECT

Prep: set up two tik tl'el to represent the river. At one end, create two tributaries that come together to become one stream by using a third rope. In the middle of the river have the ropes closer together.

Take the group outside for this activity, a process where they will come to a decision that is based on respect and similarities.

There are three key focus points including respect for all, care for the land and for each other, and the sharing of knowledge. These three key points allow for both parties to focus on respect and finding ways to work collaboratively in reaching a decision.

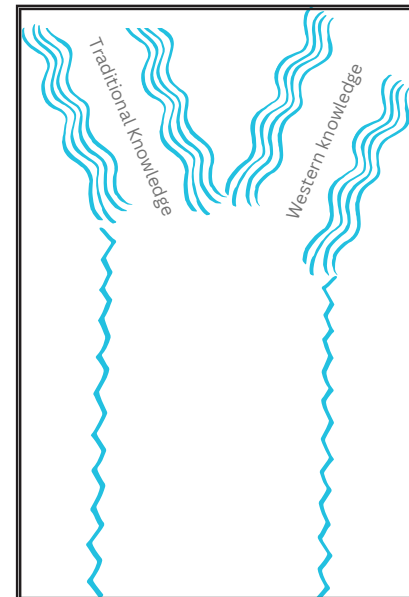
Students will reflect on statements based on natural hazards and human hazards which affect the survival of SLC. Students will start as a group on one side of the river at the end of a tributary and will be asked the overarching question:

“What is the best way to ensure the SLC herds remain healthy over the next 100 years?”

Pair up students and hand out statement cards for them to read together in their pairs. Give students time to reflect and discuss with each other before deciding whether the statement belongs in the stream of Traditional Knowledge, Western science, or in the middle to represent that statements could hold true for either stream of knowledge:

- All living organisms need to exist in relation to each other- when one organism is not flourishing, all other organisms will be out of balance as well.
- Building a highway through the natural landscape will allow for humans access to new areas.
- Respect for Caribou is shown through pausing harvesting to allow them to recover.
- Constructing a new neighbourhood outside of Carcross will allow for a growing population to have shelter and a sense of belonging. This neighbourhood will be large and require many trees and plant life to be removed from the area.
- Animals deserve to have a voice at the decision-making table.
- In planning, it is more important to arrive quickly at the result, rather than carefully design a process.
- Corridors (pathways) must be maintained so that animals can move between habitats.

Once each pair of students has read their statement and placed themselves in a stream of knowledge of their choosing, invite each pair to read it aloud and share how they came to their conclusion. Leave space for students to ask questions and share reflections as they learn from each other.



EXTENSIONS

- Have tokens representing the three key elements (respect for all, care for the land, sharing of knowledge) pre-cut. Have students walk through this activity a second time and place a coloured token with the statement to show which element it highlights. Notice if there are statements that do not fall within these 3 elements.
- Do this same activity indoors with a large drawing of the river. Students could be a part of creating the drawing and make their own statements to include in the activity.

CLOSING: VISUALIZING COMMONALITIES

Gather the group and discuss how their dialogues played out. Were they able to find commonalities between their ways of thinking? Did they end up crossing the river? Find out if their outcomes highlighted First Nations Knowledge, collaborative planning, creating a respectful relationship, and considering the importance of Caribou. They should be able to find common ground on topics related to sustainability, stewardship, land-use, water conservation, overconsumption, climate and environment.

ASK STUDENTS

- What happens when we can connect through nature individually and as humankind?
- How is the concept of sustainability used through this model?

ASSESSMENT OPPORTUNITIES

Are students able to:

- Share an opinion related to the recovery of SLC in relation to the land/environment?
- Find commonalities between perspectives?
- Listen intently and respectfully to another classmate's opinion?

PART 3: PERSPECTIVES ON IDENTITY

LEARNING TARGET:

I can inquire about the SLCRP with community leaders in relation to Canadian identities and Yukon First Nations traditions.

MATERIALS

- Writing tools and paper
- Art supplies (optional)
- CBC: Where Are You From? (video 2:37)¹⁹
- Community Booklet (for your community)

TIME: ~60 MINUTES

OPENING: CONNECTING TO COMMUNITY IDENTITY

Gather in a circle and introduce the concept of the Canadian identity. Make space for local Elders, Game Guardians, and/or community leaders to visit the class and share their knowledge about the SLCRP and to represent First Nations art, language, culture and traditions. Begin with the opening discussion questions followed by showing the video about identity.

ASK STUDENTS

- How has the recovery program positively impacted Caribou? (The well-being of self, family, community, land and spirits and ancestors is of high importance within First Nation culture. This encompasses the SLC, their environment, the concept of conservation and recovery. Monitoring the SLC herds represents the coming together of science and Traditional Knowledge on wildlife management and conservation.)
- If Caribou wanted to share their perspective, what might they say? What is their identity linked to?
- How can the power of storytelling make an impact?
- If Caribou wanted to share their perspective, what might they say?
- What is Canada's identity? How has it evolved and changed over time? (Canada's identity is based on a presence of diversity and ethnic backgrounds, the concept of multiculturalism. In 1988... It is a part of the Canadian Constitution, which states basic rules on how a country operates.)

ASK STUDENTS

- How has the digital world changed the view of Canadian identity? Has it?
- How has the digital world influenced human connection around a shared identity?
- What part of the video stands out to you?
- Do you have a different answer to the previously asked question- What is identity?
- How would you answer the question: Where are you from?

Share ideas.

¹⁹ CBC News: The National. (2019, July 2). "Where are you from?" Many Canadians struggle with identity question [Video]. YouTube. <https://www.youtube.com/watch?v=OSKM6tQxRms>.

ACTIVITY: YOUR PERSONAL IDENTITY

Go outside and invite students to reflect on what the word identity means to them. Focus on the question: Where are you from? Highlight which Traditional Land you are on and encourage students to discover more about whose Traditional Land they were born on. They will have five to ten minutes to sit quietly in a chosen spot that calls to them. While they are seated they will listen to their surroundings and use nature to help them create a list of terms that they would use to identify themselves and answer the main question. After the sit spot, students will be asked to walk around in a small area and be sure to avoid walking into each other. You will hold up two sticks and tap them together to signal for students to find a partner who is close by. Then students will be asked to share their thoughts with their partner for two to three minutes. When the sticks are taped together again, students will continue walking quietly and wait for the next pairing and questions to come up. Continue until students have had a chance to discuss a few questions in different pairings to hear different opinions.

EXTENSIONS

- Students could interview a community leader, Elder or Traditional Knowledge Holder and write a piece on perspectives related to identity and their connection to place.
- They could write a poem or a song to express their ideas about identity.

CLOSING

Gather in a circle and have students share their reflections. Make space for students to celebrate their differences as well as highlighting the moments of overlapping ideologies. Revisit the question- What might Caribou have to say about place and identity? Are we working together to support the Caribou population?

Be sure to leave space for students to ask questions to the community leader/visitor and to offer gratitude for their time and knowledge shared.

ASSESSMENT OPPORTUNITIES

Are students able to:

- Explain what an identity is to them?
- Share specific details about Canada's identity within a Western society?
- Consider how a shared identity could affect the SLC?

Invite the students to self-assess their sharing by asking:

- On a scale of 1 to 5, how well do you feel you shared? (Raise 1-5 fingers in the air).
- Can you add more to your answer?

PART 4: COMMITMENT AND STEWARDSHIP

LEARNING TARGET:

I can examine messaging through new media about stewardship and sustainability for the SLC.

MATERIALS

- **CBC Kids: What is Reconciliation?**²⁰ (video 4:46)
- **Paper and writing tools**
- **Video camera or other recording device for audio**
- **Community Booklet (for your community)**

TIME: ~60 MINUTES

OPENING: CONNECTING RECONCILIATION WITH STEWARDSHIP

In a circle, make space for acknowledging the Traditional Land you are on and introduce the languages spoken by these First Nations including any major waterways, all of which are deeply rooted in cultural practices. Continue on to present the students with the concept of Truth and Reconciliation. Have a discussion about what this word means: to the students, to First Nations people and to the future generations of Southern Lakes Caribou (SLC). Play the short video describing this concept for students to get a better understanding of how they can play a part in decolonization.

ASK STUDENTS

- What is Truth and Reconciliation? Does it mean the same thing to everyone?
- What is reciprocity? What is respect? What is an agreement?
- How is your role as a human being important to making positive change for the future?

Share ideas.

ASK STUDENTS

- How is your role important in the recovery of the SLC?
- What is your connection with Caribou?
- How are you able to commit to becoming a steward for the SLC?

Share ideas.

²⁰ CBC Kids News. (2021, September 27). *What is reconciliation?* | CBC Kids News [Video]. YouTube. <https://www.youtube.com/watch?v=WJ5vjc2EDk>.

ACTIVITY: CREATING NEW MEDIA

Take students outside and go for a short silent walk in nature without speaking. While on this nature walk ask students to reflect on their understanding of local First Nations, the concept of Truth and Reconciliation, sustainability and stewardship in relation to the SLC. Invite students to collect one or two nature items that represent their reflections and show a connection to their opinions.

After the walk, students will have a chance to create new media based on their personal reflections. They will incorporate a short introduction that focuses on their role in Truth and Reconciliation in relation to their content.

They will have a choice between different types of media including:

- Audio recording or video of them reading a poem they have written.
- Audio recording or video of them telling a story.
- Animation
- Video recording of non-verbal communication (miming, tableaux or movement including dance)

Students can choose to work in small groups or complete this activity individually. The topics they can incorporate are:

- Goals to maintain air, land, water and biodiversity in relation to the SLC.
- Protecting Caribou landscapes (woods, ponds, streams, grasslands, marshes, mountains and hills) by keeping dogs on a leash and snowmobiles on the trails.
- Promoting healthy eco cycles of water, energy or nutrients.

CLOSING

Create an event for students to showcase their media work. This could be a community event or an online showcase. Consider inviting guests to the event/showcase

ASSESSMENT OPPORTUNITIES

Are students able to:

- Reflect on the importance of the SLC to all organisms and to local First Nations?
- Share ideas about Truth and Reconciliation and how they play a role in it?
- Share ideas about their own commitments in becoming stewards for the SLC?

ASSESSMENT

GRADE 10 SOCIAL STUDIES: SEEING CARIBOU THROUGH SOCIAL MEDIA

Formative and self-assessment opportunities are listed throughout the activity plans. The rubric below can be used or adapted as necessary for summative assessment. It may be used to assess the learning targets set out on the previous pages.

ASSESSMENT FRAMEWORK	1 EMERGING	2 DEVELOPING	3 PROFICIENT	4 EXTENDING
PART 1: I can explore the SLCRP through media and public messaging to form a shared identity.	Is not aware of Elders or shows little respect. No questions are formed or little to no curiosity demonstrated	Is aware of and listens to Elders. Can partially form a question about Yukon First Nations & connection to Caribou	Listens to Elders attentively and respectfully. Forms a well constructed question about Yukon First Nations & connection to Caribou	Highly respectful of Elders' teachings. Forms multiple well-constructed questions about Yukon First Nations & Caribou
PART 2: I am able to reflect on forms of relationship models to create strength in interconnection with a First Nations framework lens.	Not yet able to communicate aspects of relationship models	Some verbal representation of relationship models is shown in relation to SLC recovery	Verbal representation of respectful dialogue related to the conservation of SLC is provided	Verbal representation of finding commonalities and respect between different opinions is provided through the LPRM
PART 3: I can inquire about the SLCRP with community leaders in relation to Canadian Identities and Yukon First Nations traditions.	May have little to no questions related to Caribou, First Nations or Canada's Identity	Some evidence of personal reflection of connection to Caribou, local First Nations stories & identity are provided	Verbal, visual or oral evidence is provided of a reflective process about personal connection to place, local First Nations stories & Caribou, and identity	Verbal, visual and oral evidence is provided of a significant reflective process about personal connection to place, local First Nations stories & Caribou and identity
PART 4: I can examine messaging through new media about stewardship and sustainability for the SLC.	May have little ideas on the concept of stewardship for SLC and unable to represent this as new media	Some evidence of stewardship for the SLC is present and they are able to show interest in expressing this through new media	Much reflection about their role as a steward for SLC is present and provided in media format	Significant reflection has gone into stewardship for SLC through the creation of new media

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CARIBOU



LICHEN



CARIBOU HIDE



TENDON USED
FOR SEWING



SNARE



CARIBOU HAIR/
TUFTING

ARTIFACTS

Appendix 2C

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CARIBOU SKIN
PARKA



SNOWSHOE
BABICHE

ICE PATCHES



TRADITIONAL TOOLS



LABRADOR

Appendix 4B

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FLOWERS

LEAVES &
BUDS



TOKENS: 3 KEY ELEMENTS

Appendix 4C

RESPECT
for all

CARE
for the
land

SHARE
knowledge

RESPECT
for all

CARE
for the
land

SHARE
knowledge

RESPECT
for all

CARE
for the
land

SHARE
knowledge