

GRADE 3/4 SOCIAL STUDIES:

HUMAN MOVEMENT AND THE SOUTHERN
LAKES CARIBOU CONNECTIONS



ILLUSTRATED BY VIOLET GATENSBY, 2022.

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

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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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GRADE 3/4 SOCIAL STUDIES:

HUMAN MOVEMENT AND THE SOUTHERN LAKES CARIBOU CONNECTIONS

BIG IDEAS

- Grade 3: Learning about First Nations people nurtures multicultural awareness and respect for diversity
- Grade 3: First Nations knowledge is passed down through oral history, traditions and collective memory
- Grade 4: The pursuit of valuable natural resources has played a key role in changing the land, people and communities of Canada
- Grade 4: Demographic changes in North America created shifts in economic and political power

CONTENT	CURRICULAR COMPETENCIES
• Grade 3: aspects of life shared by and common to peoples and cultures • Grade 3: relationship between humans and their environment • Grade 3: oral history, traditional stories and artifacts as evidence about past Yukon First Nations cultures • Grade 4: the impact of colonization on Yukon First Nations societies in British Columbia and Canada	• Grade 3: Ask questions, make inferences and draw conclusions about the content and features of different types of sources (evidence) • Grade 3/4: Use Social Studies inquiry processes and skills to ask questions; gather, interpret and analyze ideas; and communicate findings and decisions • Grade 4: Make ethical judgments about events, decisions or actions that consider the conditions of a particular time and place
LEARNING TARGETS	
1. I am able to demonstrate curiosity about the connection of Southern Lakes Caribou and local First Nations. 2. I am able to reflect on my knowledge of Southern Lakes Caribou. 3. I am able to explore Southern Lakes Caribou and culture through dramatic play.	

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 seasonal movement and seasonal rounds. Some helpful resources are listed below.

C. (n.d.-a). *Recovery | Southern Lakes Caribou*. <https://southernlakescaribou.com/recovery/>

C. (n.d.-a). *Southern Lakes Caribou* | <https://southernlakescaribou.com>

Caribou in the Schools: Community Booklet (for your community)

PART 1: OPENING CIRCLE AND CARIBOU STALK

LEARNING TARGET:

I am able to demonstrate curiosity about the connection of the Southern Lakes Caribou (SLC) and local First Nations.

TIME: 90 MINUTES

OPENING: CONNECTING TO CARIBOU

Gather outside in a circle (weather permitting) and pass the Caribou artifact items around one at a time. Be sure to highlight the way in which students should be handling the artifact: with respect and gentle hands. Observe the texture of each item and brainstorm where they could have come from. Tell students that the artifacts are from a SLC. Talk to the students about how the SLC are very special to Yukon First Nations. Go around the circle and invite the students to share a connection or a story that they might have.

MATERIALS

- **Caribou artifact: sewing materials, Caribou tufting, clothing, Caribou hide or Pictures of artifacts printed (specifically hunting tools) (Appendix 1B and 2C)**
- **Two large branches**
- **Community Booklet (for your community)**

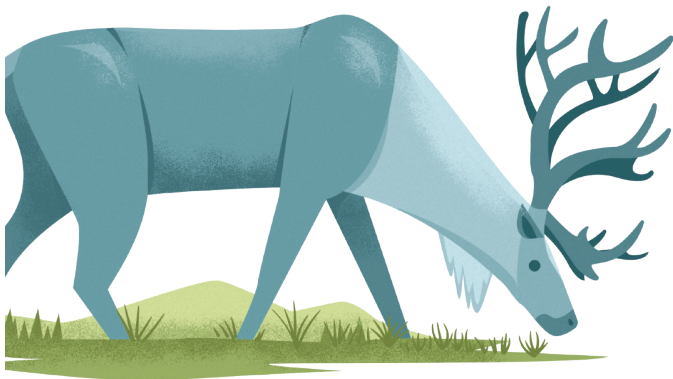
ASK STUDENTS

- How do you think Yukon First Nations used to hunt for Caribou?
- What kind of hunting tools do you think they used?
- When would be a good time to hunt for Caribou?
- How or where would you hunt for a Caribou?

Share ideas.

1. During seasonal movements, Yukon First Nations hunters could build enclosures (i.e., corrals or impoundments) in clearings or on frozen lakes to entrap moving Caribou.
2. Hunters might also wear Caribou skins and hold antlers over their heads to disguise themselves until they were within bow and arrow range.
3. During mating season (the rut period) hunters could strike antlers together to simulate the sounds of two bull Caribou fighting. This could draw in curious Caribou making it easier for hunters to seek out Caribou.

Invite an Elder or a Traditional Knowledge Holder to the circle to share stories and honour Yukon First Nations ways of Knowing, Doing and Being. Share knowledge about traditional hunting practices and stories about Caribou in the Southern Lakes regions. If possible, encourage the Traditional Knowledge Holder to share specific stories or knowledge about how to **bush walk**: the act of walking, or being very quiet while hunting for Caribou.



ACTIVITY: CARIBOU STALK

To prepare for this game you will need to have two large branches to represent the “antlers” of the Caribou. One student will need to be selected to be “it” or the “hunter” for the first round of the game.

The hunter will be at one end of the field, or the forest, while the rest of the students are at the other end at a pre-decided distance that feels safe, as the hunter will be blindfolded.

To signify the start of the game, the hunter will bang the branches together, to mimic Caribou antlers banging together, as hunters would do if they were hunting Caribou during rutting season. The “curious Caribou” will cautiously stalk towards the banging as quietly as possible using their bush walk. The hunter will continue to bang the branches together until they think they can hear the Caribou around them, then they can remove the blindfold and try to tag a Caribou.

The Caribou that was harvested/ tagged will become the hunter for the next round.

EXTENSION

- When a Caribou gets caught by the hunter, that Caribou becomes a hunter. This can continue until all the Caribou are caught and have become hunters.

CLOSING

Gather back in a circle. As a group, discuss the game. How did it feel to be a hunter? Was it difficult to assess when they thought the Caribou were near them? How did it feel to be the Caribou? Did they come up with an effective strategy that helped them bush walk quietly around the hunter?

Note: There is extensive oral history surrounding caribou that have been passed down through generations. These stories are shared to teach each generation respect for Caribou on the land and during a hunt (Madsen, 2018).

ASSESSMENT OPPORTUNITIES

Are students able to:

- Make connections with SLC and Yukon First Nations ways of Knowing, Doing and Being?
- Control their body movements while blindfolded?
- Listen intently and locate sounds around them?

PART 2: HUNTING SOUTHERN LAKES CARIBOU

LEARNING TARGET:

I am able to reflect on my experience of place as it connects to local First Nations knowledge and stories.

MATERIALS

- **Caribou artifact: sewing materials, Caribou tufting, snare, clothing, lichen sample, or swatch of Caribou hide (Appendix 1B and 2C)**
- **Dzaas/ babiche in Tlingit for Teslin First Nation (optional)**
- **Community Booklet (for your community)**

TIME: ~2 HOURS 30 MINUTES

OPENING: CARIBOU HUNTING TOOLS

Gather in a circle outside and pass pictures of Yukon First Nations hunting tools around the circle with a focus on gentle handling. Observe the images closely and share wonder moments about them. Invite the students to share any thoughts or stories they have about hunting Caribou.

ASK STUDENTS

- Do you know anyone who has hunted a Caribou?
- Have you ever seen or handled a real artifact before? How can we handle it with care?
- How do you think Yukon First Nations used to make tools to hunt with?
- What types of materials do you think they made tools out of?
- Observe these tools and consider their texture, smell and colours.

Share ideas.

1. A new study, led by Kate Helwig and Jennifer Poulin at the Canadian Conservation Institute, has identified beaver castoreum as a component of the design and construction of a 6,000-year-old Yukon atlatl-throwing dart.
2. Studies of Yukon Ice Patch artifacts have previously identified a mix of spruce resin and red ochre applied as an adhesive.
3. Throwing darts or atlatl, which were thrown using a lever-like handle, were the preferred hunting projectile used by Yukon First Nations before the 7th century AD.
4. Atlatls were locally replaced as a hunting weapon by bows and arrows around 847 AD.
5. Some weapons would miss their marks and disappear in the snow and ice, over time building a treasure trove of artifacts now revealed by the melting ice. Archaeologists have found ancient hunting tools made of wood, antler bone and now copper.
6. For thousands of years, Caribou took refuge in the summer up high on the alpine ice patches to escape the heat and swarms of harassing insects. That made those ice patches good areas for ancient hunters to get close to the Caribou.

Begin this activity outside and have students consider:

- How they would create their own atlatl.
- Whether they would like to create another tool.
- Creating wonder about **kwädāy/olden days** (Dānk'e, Dākwānjē dialect) Yukon First Nations hunters and why they used beaver castoreum.

Each student will consider these reflections as they create their own hunting tool. When all of the tools have been created, gather back in a circle to share their creations.

ASK STUDENTS

- What did you think about when you were looking for materials for your hunting tools?
- Did you use anything that you felt would help make a Caribou hunt successful?
- What is your favourite part of your tool?
- What were the challenges you encountered when making your hunting tool?

EXTENSIONS

- Create targets to test out your hunting skills with your handmade hunting tools.
- Consider offering more time for students to alter their tools for maximum hunting success.

CLOSING: CONNECTING TO ANCIENT FIRST NATIONS HUNTERS AND SOUTHERN LAKES CARIBOU

Encourage students to reflect on their experiences and share stories or connections they may have. Yukon First Nations have ancient history with Southern Lakes Caribou (SLC) and for quite some time that relationship had to be put on hold. Now that the Caribou are slowly returning, it is more important than ever to understand the history and respect for the land, the water systems and the animals.

ASSESSMENT OPPORTUNITIES

Are students able to:

- Identify the different tools that ancient First Nations hunters would use to hunt Caribou?
- Form age appropriate questions and exhibit knowledge on Yukon First Nations hunters and their relationship to the SLC and communities?

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

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

PART 3: INTERVIEW WITH ARTIFACTS

LEARNING TARGET:

I am able to reflect on my knowledge of Southern Lakes Caribou through dramatic play.

TIME: ~2 HOURS 30 MINUTES

OPENING: CARIBOU CONNECTIONS

Gather in a circle outside (weather permitting). Pass the Caribou artifact around the circle. Have the students examine it and take turns sharing connections to Caribou. Hand out the hunting artifact and pictures for the students to examine. Encourage the students to share any stories or curiosities that they may have about hunting Caribou. Lastly, share the pictures of the Yukon ice patches with the students. Have them share any stories or thoughts that they have about the ice patches.

MATERIALS

- **Caribou artifact:** Caribou hide, Caribou tufting, Caribou antler sample or photos printed (Appendix 1a)
- **Hunting artifacts:** Caribou hunting tools from community or family members or pictures of ancient tools, printed (Appendix 1B and 2C)
- **Pictures/Maps of Ice Patches in the Yukon,** printed (Appendix 2C)
- **Clipboards/Paper/Pencils**
- **Community Booklet (for your community)**

ASK STUDENTS

- What is unique about the hunting artifacts?
- Where do they think the Caribou artifacts came from?
- What is significant about the ice patches?

Tell students that for this activity they will be interviewing three different artifacts, two of which have names in Southern Tutchone. Use the online dictionary for pronunciation:

1. **Mezi/ Caribou** (Dän'ke, Tàa'an Män dialect)
2. **tän mà/ An ice patch or edge** (Dän'ke, Kwanlin Dün First Nation dialect)
3. **jishagóon/ tool(s)** (Tlingit, Carcross and Tagish First Nations)

Each student will have to ask each artifact one question, a total of 3 questions per student. Encourage them to keep this task in mind while listening to the guest speaker who has been invited to the class to tell traditional stories. Pass out a clipboard, paper and a pencil to each student so that they can keep notes of any interesting information or curiosities they encounter during the Elder or Traditional Knowledge Holder's presentation. Invite the Elder or Traditional Knowledge Holder to share their Southern Lake Caribou (SLC) hunting stories and knowledge about the Yukon ice patches with the students.

Share ideas.

1. For thousands of years, Caribou took refuge in the summer up high on the alpine ice patches to escape the heat and swarms of harassing insects. That made those ice patches good areas for ancient hunters to get close to the Caribou.
2. Some weapons would miss their marks and disappear in the snow and ice, over time building a treasure trove of artifacts now revealed by the melting ice.
3. Ice patches have been fertile hunting ground for First Nation people, as woodland Caribou tend to congregate in such areas. They are scattered throughout Yukon.
4. Caribou have been dated as far back as 1.6 million years ago at Fort Selkirk, Yukon
5. Caribou are medium-sized members of the deer family, and can be found in many areas across North America in boreal, montane and arctic environments.
6. Caribou need to be able to move freely in order to move from their higher summer areas to lower winter areas.
7. Although Caribou population ranges are the most common unit for management or recovery activities, the SLC belong to the 'Northern Mountain' ecotype of Woodland Caribou.
8. During mating season (the rut period) hunters could strike antlers together to simulate the sounds of two bull Caribou fighting.
9. Throwing darts or atlatl, which were thrown using a lever-like handle, were the preferred hunting projectile used by First Nations people in Yukon before the 7th century AD.

When the students have confidently come up with three questions, you can choose the first three students to choose their artifact and to be interviewed by the class. Each student will choose which artifact they would like to represent, and the rest of the class will take turns asking them their three questions.

Examples of questions for the three different artifacts could look like this:

- Caribou: what did it feel like when your antlers started to grow?
- Ice Patch: what was it like when the Caribou used to visit you?
- Atlatl: how did it feel when you were thrown in the air?

EXTENSIONS

- The students who are chosen to be interviewed will not reveal which artifact they chose to be. The class will have to guess which artifact they are by asking their questions. When an artifact is guessed correctly, another student will have a turn.
- Students could create a written representation of what they learned through this activity and share it with the community or other classes that are studying the Southern Lakes Caribou Recovery Program.

CLOSING: CONSIDERATIONS OF THE PAST

Gather back in a circle and take time to consider the extensive history that the SLC have with the First Nations people of the Yukon. What thoughts or ideas do you have about the SLC now? Invite the Elder/ Traditional Knowledge Holder to share any closing thoughts, stories or closing remarks and make space to offer gratitude and a gift for their time and shared knowledge.

ASSESSMENT OPPORTUNITIES

Are students able to:

- Identify the importance of Caribou in their community?
- Form and ask three appropriate questions about the different artifacts?

ASSESSMENT

GRADE 3/4 SOCIAL STUDIES: HUMAN MOVEMENT AND THE SOUTHERN LAKES CARIBOU CONNECTIONS

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 am able to demonstrate curiosity about the connection of Southern Lakes Caribou and local First Nations.	Is not yet able to communicate curiosity about the connection of SLC and local First Nations, forming few questions to form their thoughts	Is able to reflect on the connection of SLC and local First Nations by asking questions related to the topic	Is able to demonstrate curiosity about the connection of SLC and local First Nations and communicate these clearly	Is able to demonstrate curiosity and knowledge about the connection of SLC and local First Nations and ask in depth questions to help form their opinions
PART 2: I am able to reflect on my knowledge of SLC.	Is able to express my thoughts on SLC and Yukon First Nations culture	Is able to explore SLC and Yukon First Nations culture with little visual representation	Is able to explore SLC and Yukon First Nations culture through hands-on creativity	Is able to express knowledge of SLC and Yukon First Nations culture extended through an accurate representation of an ancient tool
PART 3: I am able to explore SLC and culture through dramatic play.	Is not able to represent my reflections about SLC through dramatic play	Is able to engage in reflecting my knowledge of SLC through dramatic play	Is able to reflect on my knowledge of SLC through dramatic play and engage in a group activity to share this	Is able to show deep reflections on my knowledge and make connections to the SLC through dramatic play

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SEASONAL ROUNDS

Appendix 1A

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ARTIFACTS

Appendix 1B

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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

