

Lesson 1: What is a Hare?

* Ask parents to bring in any clothing, artwork that has hare fur used in it to share with the class.

Objectives:

Students know what a hare is and can describe what a hare looks like in the summer and in the winter months. Students know uses of the hare (to eat, use for fur)

Essential Questions:

Where do Arctic Hare live? How can we use our observation skills to learn more about the Hare?

Alaska Native Values:

See connections-All things are related.
Have patience- Some things cannot be rushed.
Respect for Land and Nature

Standards:

L11-Uses expanding vocabulary
L12-Talks in complete sentences
L-13 Persists, attends and engages
L14-Recalls people, places, objects and experiences and makes connections (Allow time for this!!)
SSC3-Asks questions and finds answers through active exploration of nature

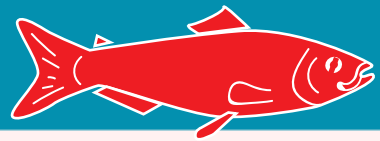


Promoting Culture Self Assessment

- I select props for the dramatic play area that are culturally diverse including those that reflect Alaska Native culture.
- I ensure that the toys and play accessories that depict people are representative of the various cultural and ethnic groups both within my community and society in general.

Whole Group	Science Compare/Contrast	Sorting/Vocabulary Development
<p>Materials:</p> <p>Willow or Alder brush (in kit)</p> <p>Winter Hare (in kit)</p> <p>Summer Hare (in kit)</p> <p>Book: Traditional Food Guide (in kit)</p> <p>Book: Yuungnaqpiallerput / The Way We Genuinely Live: Masterworks of Yup'ik Science and Survival (sent to sites)</p> <p>Internet& computer access (optional)</p> <p>http://onlinecollections.anchorage-museum.org/#/search - takes you to anchorage museum search keyword "rabbit"</p>	<p>Calendar (Subsistance or other calendar)</p> <p>Two large Papers</p> <p>Magazines from both summer and winter months</p> <p>Glue</p> <p><u>White and brown hare</u></p> <p>Activity:</p> <p>Students look at both the brown summer hare and the white winter hare.</p> <p>On one big paper write Summer. Display brown hare by the Summer paper.</p> <p>On another paper write Winter. Display white hare by Winter paper. Have students cut out pictures showing activities or objects associated with each season. Allow students to paste their pictures on the appropriate paper.</p>	<p>Materials:</p> <p>Animals in kit</p> <p>Activity:</p> <p>Discuss:</p> <p>Which animals are animals that eat other animals (predators)?</p> <p>Which animals eat mainly plants? (prey)?</p> <p>What are characteristics of predators? (eyes in front of head, sharp claws, sharp teeth)</p> <p>What are characteristics of prey? (camoflauge, quick, small, eyes on side of head, teeth designed for plants).</p>
<p>Activity:</p> <p>See below activity.</p>		<p>Sort animals by predator vs prey.</p>

Activity



Engage: Whole Group Activity: Learning About the Hare

Open discussion by telling students they are going to be learning about the Hare (arctic or snowshoe are both prevalent in the Southwest region).

Tell students:

“The hare has been a good source of survival food for many, many years. In the winter it is a good time to trap hares because you can see their tracks in the snow and it makes it easier to know where to set snares. Also they taste better in the winter months when they are eating alder or willow bark. In the summer they mainly eat grass and can carry disease so they are not eaten in the summer unless there is no other food around.” (ankn.uaf.edu)

Share page in the Traditional Food Guide that discusses hare nutritional value, names and what it looks like in the wild.

Explore: Touch, Agturu, Agtur, Vandaniilchit

Show willows/alders and how to look for signs that a hare has been around eating the bark off of the plants.

Tell students to be good hunters and to take care of the land and animals around us it is good to learn about the animals and watch what they do.

Pass around animals and have students say a word, description or sentence that describes something they notice about the animal.

Questions to help guide them:

“what is different about these two animals”

“What is the same?”

“What do you notice about their ears? eyes? feet?”

Refer to seasonal calendar to show generally from Dec-April months the hare’s fur is white then turns brown from May-November.

Pose questions like, “Why do you think the hare is brown in the summer/fall months and white in the winter/spring months?”

Explain: Talking, Niugtuk, Qalarte, Qenax

Explain: *“Hares are an important food source for other animals as well like the fox, wolf, eagle, falcon how do you think the hare can hide from these animals?”*

Show willows/alders and how to look for signs that a hare has been around eating the bark off of the plants. Allow students to look and feel the plants.

Evaluation

Emerging:	Developing:	Proficient:	Advanced: