

# Lesson 4: Setting a Snare

\*Ask a local expert if they can join your class to set a snare. If successful invite a volunteer to come in to help process the animal

## Objectives:

Students will walk together as a group, observe nature and share their experiences.

**Essential Questions:** Why is it important to identify tracks before we set a snare?



## Alaska Native Values:

Learning by doing: observing and listening, Seeing Connections, Respect for nature and land, Hunter success, Practice of native traditions

## Standards:

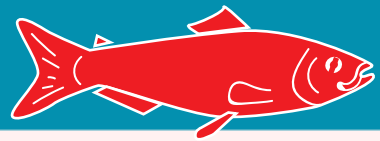
- L 10 Follows directions
- L 13 Persists, attends and engages
- L 14 Recalls people, places, objects and experiences and makes connections
- L 20 Uses a variety of writing or art tools.

## Promoting Culture Self Assessment

- I encourage and provide opportunities and experiences for children that support Alaska Native Culture.
- I plan trips and community outings to places where children can learn about their own cultural or ethnic history.

Whole Group	Sharing Your Catch	Reading
<p><b>Materials:</b> Audubon Pocket Guide: Familiar Animal Tracks Camera Snare wire (in kit) Wire snips (in kit) String or knife (to make markings)</p>	<p><b>Materials</b> Successful catch of a hare from set snare</p>	<p><b>Materials:</b> L is for Last Frontier: An Alaskan Alphabet (or another alphabet animal book)</p>
<p><b>Activity:</b> See below activity.</p>	<p><b>Activity:</b> Observe the hare in the classroom around a table where everyone can see. Make sure students do not treat animal with disrespect-poking eyes, punching. Observing through touch is perfectly fine but must be taught to be done respectfully. Look closely at pads on the feet, ears, hair. Discuss observations. Wash hands when done. Tell students that one very important part of hunters success is sharing your catch. Especially your first catch. This should be done with care-referring to elder in village practices is important. Have a volunteer show how to skin out a hare this is also a valuable lesson for students to observe doing.</p>	<p><b>Activity:</b> Look through pictures of book and discuss how each picture shows an animal that begins with a letter of the alphabet. Associate it with student names, "Beatrice starts with an 'B' just like Bear" Let's make a book using our animal names that we have in our classroom. Allow students to take pictures using Ipads or a phone of each of the animals then write the letter or full name of the animal.</p>

# Activity



Engage: Whole Group Activity: Outside walk to find animal tracks and routes

Lesson (time: 30-45 min)

Prepare snare before heading out. (Video or have community member share how to do it if you don't know how)

Show students how the snare works - you can use the pretend hares to show how hare gets caught in the snare.

Prepare to go outside with students. Before going outside, remind students the rules of staying together as a group, and keeping the hare routes free of human tracks or scent.



Explore: Touch, Agturu, Agtur, Vandaniilchit

Revisit your previous location. Look for your sign marking your area. Observe with the students by asking questions: What has changed since we've been here last? Are there new tracks or sign of hares or other animals? What has the weather been like since we were last outside?

What is the weather like today?

Set your snare, explaining to students how the hare will run through the route (guided by your branches funneling the hare into the trap) and get caught by the snare. \*If you can set up a way for the hare to jump before reaching the snare that is also a great method for a quick trap.

The snare will then tighten around the hare. Keep the snare from the ground around 3-4 inches. The wire should be widened so the hare can fit through but not so wide it doesn't get caught.

Mark the location of your snare well so you can see it (string or other distinguishable marking).

This is important because the snare is often hard to see when you go back to check on it. Talk to the students as you do things, explaining what you are doing and why.

\*Make sure you are able to go and check the snare the next day



Explain: Talking, Niugtuk, Qalarte, Qenax

When you come back into the classroom if time allows have students share something they observed outside or tell a part of the journey they liked.

## Evaluation

### Emerging:

Student did not pay attention to the setting of the snare.

### Developing:

Student has difficulty staying with the group and focusing on

### Proficient:

Student identifies tracks and can give 2-3 observations they have regarding the setting of snares (where the snare was set, how it was set, how to mark the snare).

### Advanced:

Student can provide 3-4 observations regarding tracks and setting of snare.