

# MAKE A HUNTING VISOR

## Objectives:

**Children will know:** Children will understand the uses and symbolism of traditional hunting visors.

**Children will do:** Children will make their own hunting visor.

## Essential Questions:

- What is a hunting visor?
- Why are hunting visors special?

## Standards:

- L1. Knows words and pictures carry message.
- L3. Listen to, enjoys, and actively participates in stories.
- L12. Talks in complete sentences.
- L14. Recalls people, places, objects and experiences and makes connections.
- L20. Uses a variety of writing or art tools.
- L21: Demonstrate eye hand coordination in different tasks.
- SSC1. Draws and constructs.
- SSC2. Participates in multi-cultural art activities, song, & dance.



## Materials:

- Visor Pattern
- Paper for strips
- Scissors
- Markers/crayons
- Stapler

## Alaska Native Values:

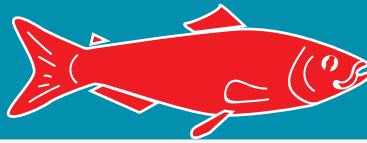
See Connections, Show Respect to Others

## Promoting Culture Self Assessment:

- I encourage and provide opportunities and experiences for children that support Alaska Native culture.
- I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.

## Center Setup:

- 1.) Set up pictures of traditional hunting visors.
- 2.) Set out a hunting visor example created from kit.
- 3.) Hang essential questions in center where you can read them as children play.




## Engage

**Note:** Before this lesson is taught, be sure to create an example to show throughout the lesson.

"Hello Class! Today we are going to learn about hunting visors. Have any of you seen a hunting visor before?' Wait for answers. Show picture of a traditional hunting visor. " This is what hunters used to wear while hunting whales, seals, and other sea creatures. It helped shade their eyes from the sun when they were on the water, just like when we wear hats on a sunny day. Do you see the beautiful patterns on the hat?" Wait for answers. "Hunters painted pictures on their hats to help them hunt. Sometimes they painted different sea animals they wanted, or sea animal they had already hunted. Now we are going to make our own hunting hat."

## Explore:

 **Activity: 20 Minutes**

**Note:** Before you start this activity, make sure you have traced the visor pattern on cardstock for each student.

Give each student the visor pattern. Have them color on each one. Make sure to guide them, and suggest they draw meaningful things to them like thier family, favorite animal, or something they are proud of. When they are finished, have them cut it out. While they are coloring and cutting, cut out paper strips to fasten the visor around the student's heads. When they are finished, measue the strip around their heads and then fasten to the visor with a stapler or tape.

## Explain:

Have students sit in a circle. Show your hunting visor. Tell the students why you put the patterns you did on the visor, and what it means to you. "Each hunting hat has a story behind it, sometimes it is to ask an animal spirit for help, and sometimes it is to talk about how many animals you hunted. Now you all have your own stories on your hats. Now that you have heard my story, lets share your stories and LISTEN." Have each student tell their story of the patterns they put on their hat.

## Center Setup:

**Whole group:** Set out essential questions. Set out visor examples. Encourage students to touch and play with it.

**Art center:** Set out strips of construction paper. Have students construct their own special hat. Ask students leading questions, like what does this hat mean to them? Why did they make it?

# EVALUATION

**Emerging:**

Student does not participate.

**Developing:**

Student listens to lesson but does not complete activity.

**Proficient:**

Student listens to lesson and completes activity. Student does not share personal story.

**Advanced:**

Student listens to lesson, completes activity, and shares story with class.

