

Lesson 3: Finding Routes and Tracks

Objectives:

Students will walk together as a group. Students will identify tracks of the Hare or other animal sign.

Essential Questions:

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

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.

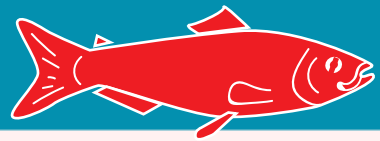
Promoting Culture Self Assessment

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 | Math/Science | Writing/Language Development |
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| <p>Materials:</p> <p>Outdoor gear</p> <p>Camera</p> <p>Book to identify tracks or local expert</p> | <p>Materials</p> <p>Snow (made from previous lesson)</p> <p>or Clay</p> <p>Animal figures (provided in kit)</p> | <p>Materials:</p> <p>Photos from outside walk.</p> |
| <p>Activity:</p> <p>See below activity.</p> | <p>Activity:</p> <p>Have students make a set of tracks from one of the animal figures. Count how many tracks in a row.</p> <p>Introduce skip counting and tell students a quick way to count is to skip count.</p> <p>Example: A bear has a set of four tracks. Each row is 4. Let's count, 4,8,12,16,20. or we can count them one by one: count 1-20.</p> | <p>Activity:</p> <p>Have students pick a photo from the photos that you took on your outside walk looking for tracks. Ask students to tell you what that picture is about and write down what they dictate in a complete sentence.</p> <p>Compile all of the photos and create your class book!</p> <p>Read with the students.</p> |

Activity



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

Lesson (time: 30-45 min)

Prepare to go outside with students with the goal in mind of staying together as a group. Tell students that you are preparing to go on a hunting trip looking for signs of hare and that it is important to stay together as a group, so that #1 no one gets separated, #2 so if you find a good route students don't step all over and disturb the area.

Explore: Touch, Agturu, Agtur, Vandaniilchit

Find an area where there is willow or alder brush (this is what the hare likes to feed on). Search for signs of stripped bark where hares have been eating, or for tracks. Identify all types of tracks that you may see (human, 4-wheeler, bird, dog, shrew). Ask students as you come upon the tracks to make predictions of what made that track.

Help guide them by asking questions: *"How big is the track? Picture the size of the foot do you think it came from a big animal or a small animal? Look how far the tracks spread apart is the animal walking? Jumping? In what direction are the tracks going? Are the tracks in a straight line or do they weave back and forth? Do the track have dragging marks (from a tail or a fat belly?"* Take pictures with a hand in the picture as a reference to size.

Praise students for their observations, for listening and staying together as a group.

If you find a good Hare route, make note of it by identifying a landmark close to it or by making your own mark (scrape the bark of a tree, tie a string, or break a branch). Look for an overhanging branch that is directly above the hare route. Show students how to guide the hare the direction you want by breaking off branches and creating a 'funnel' into the route. * Remind students to not step on the hare route and to be extra careful so to not disturb the natural environment and set the animal off.

Remember to take photos for students.

Explain: Talking, Niugtuk, Qalarte, Qenax

When you go back to the classroom have students think about what they saw or learned and share it with the class.

Explain: *"We can learn lots of things by observing tracks of an animal. I want you to notice when your outside playing or with your family if you see any tracks and what they look like and where they are so you can share that with us when you come back to the class."*

Evaluation

Emerging:

Student did not engage in the looking for tracks.

Developing:

Student was able to spot tracks but does not engage in telling observations they have of the track (what it looks like where they think it came from).

Proficient:

Student identifies tracks and can give 2-3 observations they have regarding the tracks (how big they are, what direction they came from).

Advanced:

Student can provide 3-4 observations regarding tracks and can identify where a set of tracks came from.