

## “Making Tracks”

Fall > Hunting > Social Studies (06.F.HUNT.SCI)

### Season & Location:

Fall (corresponding with hunting seasons); classroom, school grounds, local/regional parks, woodlands/wilderness areas; elders/tribal members familiar with traditional hunting methods and ways of preparing foods.

### Partners/Community Connections:

Oregon Department of Fish and Wildlife; CTSI Natural Resources; Regional hunting organization(s) to share firearms safety instruction, laws, regulations; Storyteller; Community member who knows how to make bows; A good cook who knows how to prepare game animals using traditional methods. Finley Wildlife Refuge.

### Standards Focus:

Science:

6.2L.2 Explain how individual organisms and populations in an ecosystem interact and how changes in populations are related to resources:

6.4D.3 Describe examples of how engineers have created inventions that address human needs and aspirations. [Traditional hunting techniques and knowledge]

### Other Standards Addressed:

Social Studies:

Civics and Government – 6.18. “Describe current forms of government in countries in the Western Hemisphere [in the context of Tribal Sovereignty and Rights].”

Cultural Competency:

Arts & Aesthetics, Food, History, Science, Tools & Technology

### Vocabulary:

Deer	Me'-chan-drvtlh-ni
Elk	Desh-chu
Coyote	Skw'ii-ts'a
Black Bear	Sv-gvs
Canada Goose	Haa~-chu
Squirrel	Ch'aa-wee-yas-na
Turkey	Chi'-yay-tilh-xvlh
Rabbit	Gaa-ma'rsh
Cougar	Ch'ulh-ts'as-ne

Raccoon	Nin'-k'was-k'i
Tracks (as in footprints)	Xwe'
Trap (noun)	Mvlh-lhetlh-nvlh

**Phrases:**

What sound does he/she/it make?	Day-la ch'aa-kwer'sh yvlh-sri?
You are imitating a _____.	_____ k'ay 'an-dvn
I am imitating a _____.	_____ k'ay 'ash-dvn
He/she is imitating a _____.	_____ k'ay 'aa-dvn

**Grammar:**

Verb conjugation (using “imitate”)  
Simple sentence structure (noun – verb)

**Prior/Concurrent lesson plan resources:**

Hunting (05.AS.01b)

**After completion, students/instructors will be able to:**

Identify game animals in the Dee Ni Language by using a combination of images (or samples), tracks, and calls/sounds;

Identify habitats of various game animals using Dee Ni vocabulary;

Use Dee Ni vocabulary to identify hunting weapons and weapon parts;

Identify the uses of various parts of game animals;

Understand the importance of the relationship between animals and human beings (conservation);

Read/Read aloud/Hear a traditional Dee Ni story about the importance of not wasting animals and animal parts.

Recognize traditional methods of hunting animals;

Understand the importance of using firearms and other hunting weapons safely;

Understand the mechanics of a bow and arrow, rifle, and deadfall trap.

Explain basic state and federal hunting regulations;

Explain the concept of tribal hunting rights.

**Description:**

Students hear the story “Why Cougar Whips his Tail”. They discuss the concept of “stewardship”, and the concepts of waste and abuse of game animals and habitat.

Students use lesson plan resources from prior lesson, “Hunting”, to study and review associated phrases, grammar, vocabulary, and concepts (focusing on animals and their habitats);

Students use lesson plan resources to study various game animals and the animals that hunt them in order to identify predators and prey using Dee Ni vocabulary.

Students study the science and mechanics of hunting equipment, including tension of bows, function of fletching, triggers for traps, function of rifling, etc.

Students use lesson plan resources to associate animals with the tracks they leave and the sounds they make.

Classroom visitors/experts share information on hunting regulations, hunter safety, hunting etiquette, game food preparation and storage, traditional and modern hunting methods and equipment, and concepts of tribal sovereignty and hunting rights.

Animal prints can be placed in any area – courtyard, park, playground, classroom, etc. – and used to “track” game and predator animals. Students use Dee Ni vocabulary to identify animals by looking at their tracks.

After students have learned the names of the animals and their associated calls/sounds, they play a game: “Animal Call Charades”.

One student volunteers. This student imitates an animal call (to the best of their ability). As in Charades, they cannot speak. Classmates raise their hands when they think they know the answer; otherwise, they remain completely silent. (Students who “call out” without raising their hand are disqualified.) Classmate “guessers” use Dee Ni vocabulary/phrases to guess what animal the student is imitating. Correct guessers take the next turn.

### ***Optional activities:***

Students collaborate with 5<sup>th</sup> grade class in the completion of their Thanksgiving food preparations;

Students travel to a park, refuge, or wild area and collect casts of animal tracks for later use. (Instructions for “collecting” tracks in areas where the animals frequent are available on line.);

More animals can be added to make the “sound charades” game more diverse.

### **Materials and supplies:**

“Why Cougar Whips his Tail” Storybook [].

Examples of animal tracks (photos, drawings, casts, etc.) in addition to the animals that make them;

Recordings of animal calls/sounds;

Flashcards

