

*Old Crow Experiential Education Project* resources were developed with input and guidance from Vuntut Gwitchin members, Elders and resource workers in Old Crow, Yukon, Canada. The resources and lessons are specific and relevant to the traditional and cultural activities of the Vuntut Gwitchin First Nation people. It is recommended that organizations and individuals interested in using these materials reflect on their community and youth needs, and create their own materials for their own community's traditions and culture under the guidance of Elders, community members and resource workers.

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Thanks to:  
Dakota, Motto  
Aaron, Logo

# Traditions, Arts & Trades

Year: \_\_\_\_\_



## Spring Culture Camp Grades 7 - 9 Guidebook

Name: \_\_\_\_\_

*Land-Based Experiential Learning*



## Fill in Your Schedule!

Time	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
7 a.m.						
8 a.m.						
9 a.m.						
10 a.m.						
11 a.m.						
Noon						
1 p.m.						
2 p.m.						
3 p.m.						
4 p.m.						
5 p.m.						
6 p.m.						
7 p.m.						
8 p.m.						
9 p.m.						

Answers for the Jewelry Questions:

1) Precious Jewelry \$3,680,318,000

2) Costume Jewelry \$166,504,000

Source: US Gov't Economic Website



**Extra Space** for stories,  
autographs, drawings, poems, games  
or whatever you want!

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## Assessment By The Camp Staff

Criteria— Language, Land Skills	Level 1—Not Yet Meeting Expectations	Level 2—Meets Expectations	Level 3—Fully Meets Expectations	Level 4—Exceeds Expectations
Commitment to Learning Gwich'in	Student does not try to speak or listen to Gwich'in.	Student rarely asks for help learning Gwich'in. Listens to Gwich'in.	Student sometimes listens to Gwich'in then tries.	Student often asks for help with learning Gwich'in. Eager to learn.
Fluency	Does not try to speak Gwich'in. Cannot assess.	Barely meets expectations of Gwich'in language skills. Uses some labels.	Meets expectations of Gwich'in language skills. Uses labels & few phrases.	Above expectations of Gwich'in language skills. Al- ways uses labels & phrases.
Muskkrat Trapping	Will not try to trap muskrat but watches demonstration.	Getting started. Some- times able to set a trap; needs a lot of help. Watches demo.	Getting comfortable. Able to set a trap with little help. Watches demo.	Strong skills. Muskkrat trap- ping skills are independent. Watches demo.
Safety	Is not safe at camp.	Sometimes follows safety rules.	Usually follows safety rules.	Always follows safety rules.
Rabbit Snar- ing	Will not set a snare.	Getting started; watched demo carefully but re- quires help to set a snare.	Getting comfortable. Able to snare a rabbit at their age level.	Strong skills. Rabbit snaring skills are above expectations.
Respect	Does not respect Elders, land and trapped animals.	Sometimes respectful to Elders, land and trapped animals..	Usually respectful to Eld- ers, land and trapped ani- mals.	Always respectful to Elders, land and trapped animals.
Cooking & Firewood	Refuses to do camp chores, even when asked.	Begins chores when asked.	Begins chores without be- ing asked.	Begins chores without being asked. Always helps others.

Free Space for  
Writing  
&  
Drawing!



Criteria— Camp Journal	Level 1—Not Yet Meeting Expectations	Level 2—Meets Expectations	Level 3—Fully Meets Expectations	Level 4—Exceeds Expectations
Completion	Mostly incomplete. Many entries missing.	Significantly incomplete. Sometimes uses spaces provided.	Mostly complete. Most provided space is used in a reflective manner.	Fully complete. Consistently uses all provided space in a reflective manner.
Thought & Care	Limited effort and thought are evident in responses. Little to no detail given.	Some effort and thought are evident in reflections. Few details are given.	Significant effort and thought are evident in many reflections. Some details are given	Outstanding effort and thought are evident in all reflections. Many details are given.
Insight	Limited insight is demonstrated in reflections.	Some insight is demonstrated in reflections.	Significant insight is demonstrated in reflections.	Outstanding insight is demonstrated in reflections.
Daily Tasks & Behavior	Level 1—Not Yet Meeting Expectations	Level 2—Meets Expectations	Level 3—Fully Meets Expectations	Level 4—Exceeds Expectations
Respect	Regularly disrespectful. Does not listen to camp staff. Does not follow camp rules.	Inconsistently respectful. Often does not follow instructions or camp rules.	Usually respectful of others. Usually follows instructions and camp rules.	Always respectful. Follows all instructions and camp rules.
Teamwork	Participates only when staff asks.	Participates when encouraged. Takes limited responsibility in group tasks.	Shares ideas. Actively listens. Takes responsibility in group tasks.	Inspires ideas in others. Assumes a leadership role to ensure group success.
Conflict Resolution	Often engages in conflict. Does not positively respond to conflict. Provokes others into conflict.	Often engages in conflict. Sometimes expresses ideas and concerns in a constructive manner.	Avoids unnecessary conflict. Recognizes conflict. Usually expresses ideas and concerns constructively.	Works to avoid unnecessary conflict. Recognizes and positively resolves conflict. Expresses ideas and concerns.



*Dakota and Marlon working together to start the muskrat skinning process. 2012*

## Section 1: Before and After Camp Activities



## CAMP GUIDELINES AND SAFETY

### 1. Be respectful

Respect everyone.  
Use appropriate manners.  
No bullying and no teasing.  
Listen and learn from your Elders, traditional teachers,  
school teachers, guest speakers, camp staff and each other.

### 2. Be prepared

Bring five changes of warm clothing.  
Bring clothing for traveling and outdoor activities.  
Bring your own towels, soap, etc..  
No junk food.  
iPods can be used in the evenings only.  
You can bring traditional food to share.

### 3. Be helpful

Help around camp when possible (collecting firewood, getting water, helping the cook, etc.).  
Ask if any of the Elders, traditional teachers, school teachers, guest speakers, camp staff and fellow classmates need help.  
Keep the indoor and outdoor areas clear of garbage.

<u>Activity</u>	<u>Help Needed</u>	<u>Okay</u>	<u>Master</u>
Know how to take care of a muskrat house so that many muskrats can be taken from the same house.			
Know how to take care of a trapped muskrat (pull out of trap, clean & shake).			
Know how to kill a muskrat quickly so not to damage the pelt.			
Know how to skin a muskrat.			
Know how to turn the muskrat pelt inside out.			
Know how to stretch and tack down muskrat pelts.			
Know how to repair small holes made when skinning.			
Cut muskrat open by belly to prepare the muskrat for eating.			
Muskrat Eating - Checking liver for white spots. Don't eat if spots.			
Making a rabbit snare.			
Setting a rabbit snare in the willows.			
Skinning a rabbit for meat and fur.			
Knowing how to care for the rabbit skin.			
Prepare the rabbit for eating.			
Clean up camp properly—no trace.			

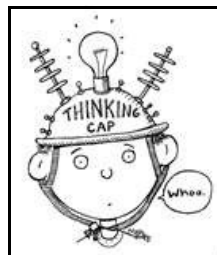
**Comments:**



## Student Assessment - How Did I Do?\*

Think...reflect...remember...how did YOU do with the various traditional activities?

*\*Adapted from Spring Trapping on Crow Flat*



<u>Activity</u>	<u>Help Needed</u>	<u>Okay</u>	<u>Master</u>
Pack gear safely and securely.			
Know the area around camp.			
Know surrounding creeks, mountains & trails.			
Know how to collect & store wood.			
Keep stove safe & working well.			
Understand muskrat behavior at different seasons.			
Understand muskrat reproductive cycles.			
Understand muskrat feeding patterns and relate these to trapping activities.			
Understand muskrat populations and when to leave an area so the population can recover.			
Know how many muskrats may use a muskrat house.			
Know how to identify a muskrat pushup.			
Find a door in a muskrat pushup.			
Take the top off of the muskrat pushup.			
Set trap in a muskrat pushup.			
Know different ways of setting a trap in pushup.			
Know how to make a plan if the house is slanted.			
Know how to leave no trace of ice or smell in muskrat house.			

## 4. Participate

Follow your daily schedule.

Be on time for all activities.

Do your journal once a day.

Ask for help if you don't know how to do something.

**Enjoy and have fun out on the land!**

In your class, your teacher will assign one of the four sections to your small group. **Brainstorm** all the different reasons why the guidelines in that section are important. Then you're going to **share your answers** with the class.

Our group's section is:
The guidelines in this section are important to follow because:



# PACKING

Here is a list of the things you need to bring:

## Clothing

- Five sets of clean clothing  
(pants, underclothing and warm shirts)
- Runners or mukluks for inside the tent
- 6 pairs of warm socks

## Outdoor clothing

- Ski pants
- Ski boots
- Warm hat
- Warm mitts
- Scarf



## Bedding

- Sleeping bag  $-30^{\circ}\text{C}$
- Warm blanket
- Pillow

## Personal items

- 2 sets of face towels, 1 facecloth
- Comb or brush
- Sunscreen (a must)
- Sunglasses (a must)
- Hair ties
- Toothbrush, toothpaste & floss
- Journal, pens & pencils (from school)



*Darcy working on his student booklet.  
2012*

# Section 4: Assessment



1. Look back at the camp guidelines. What are three things you **should not bring**?

- 
- 
- 

2. In small groups, **pick five items** from the list and explain why each item is important to bring to camp.



Item	Why it's important



## SETTING GOALS

We are going to set two goals for culture camp.

### LAND SKILL

Pick a skill that you want to learn or improve. Here are some ideas: skinning a muskrat, cutting dry meat, or setting a snare. There are lots of others too!

My land skill goal is \_\_\_\_\_

Having a goal is a “big step” forward, but there are lots of little steps that you need to take before you meet this goal. **Explain two things that you will do at Culture Camp** to work towards meeting this goal.

1. \_\_\_\_\_
2. \_\_\_\_\_

### **POST-CAMP REFLECTION**

Did you meet this goal? (circle one)	yes    a little bit    not at all
<b>Who</b> helped you meet this goal?	
<b>How</b> did they help you meet this goal?	

## Camp Journal Day 6

Date: \_\_\_\_\_

Today I helped with these camp chores:	
Today we did these activities:	
Today we ate:	Breakfast  Lunch:

<b>G O A L S</b>	What was one of your camp goals?	
	Explain what you did to work towards this goal during camp.	

What did you feel like when you were driving home from camp, back to town? Why do you think you felt like that?



**Camp Journal Day 5**

Date: \_\_\_\_\_

Today I helped with these camp chores:	
Today we did these activities:	
Today we ate:	Breakfast:  Lunch:  Supper:

Describe how one of your new skills can be used in the future.

Are you going to teach your children or nieces/nephews this skill?  
Why or why not?

**PERSONAL SKILL**

Pick a personal goal that you want to work on. Here are some ideas: be more helpful, positive, determined, relaxed, friendly, focused, social, confident, encouraging, or independent. There are lots of others too!

My personal goal is \_\_\_\_\_

**Explain two things that you will do at Culture Camp** to work towards meeting this goal.

1. \_\_\_\_\_

2. \_\_\_\_\_

***POST-CAMP REFLECTION***

Did you meet this goal? (circle one)	yes   a little bit   not at all
<b>Who</b> helped you meet this goal?	
<b>How</b> did they help you meet this goal?	





## Using the Cameras: Preparing for the Culture Camp Magazine

While we are at Culture Camp we are going to be taking photos and recording information . We will share that information with the community—how?

***Extra, extra! Read all about it!*** With all the beautiful, funny and interesting photos you take, together we will be making a Culture Camp magazine that we will be sent out to every household in the community.

First we need to learn some photography skills. Have your teacher initial below when you have shown that you know how to:

### BEFORE CAMP

\_\_\_\_\_ Safely use and take care of the camera

\_\_\_\_\_ Take pictures indoors and outdoors

### DURING CAMP:

Photograph camp life, traditional and academic lessons, friends and family and more! Have fun!

### AFTER CAMP

\_\_\_\_\_ Download pictures to the computer

\_\_\_\_\_ Label pictures and video clips

Camp Journal Day 4

Date: \_\_\_\_\_

Today I helped with these camp chores:	
Today we did these activities:	
Today we ate:	Breakfast:  Lunch:  Supper:

What was the funniest thing that has happened so far? Explain all the details!!



## Camp Journal Day 3

Date: \_\_\_\_\_

Today I helped with these camp chores:	
Today we did these activities:	
Today we ate:	Breakfast:  Lunch:  Supper

Describe something new you learned at Culture Camp.

Who did you learn this from? \_\_\_\_\_



---

*Culture Camp March 2012*

## Section 2: Camp Activities



# Chief & Council—For The Day!!

Chief & Council Questions to discuss...

What does the Chief do?

What does the Council do?

Why is their role so important?

How do they get into their position?

What qualities will make them strong leaders?

## LEADERS

*Using “People of the Lakes” pages 108—110 read about various chiefs and trading chiefs.*

1. List the names of the different Chiefs below. What do some of those Chiefs’ names mean?

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## Camp Journal Day 2

Date: \_\_\_\_\_

Today I helped with these camp chores:	
Today we did these activities:	
Today we ate:	Breakfast:  Lunch:  Supper:

What physical activities did you participate in today?

How many minutes were spent on each activity?

Did you meet Canada’s Physical Activity recommendation of 60 minutes? Why or why not?



I'm sleeping in a tent with:	
Today we did these activities:	
Today we ate:	Tea & Snack:  Supper:

REFLECTION	Describe the best part of the day.	
	How did you feel?	
	Describe the worst part of the day.	
	How did you feel?	
What do you want to learn at camp?		

Fill in the chart below using information from pages 108 - 110 from *“People of the Lakes”*.

Services that a Chief Provided	Why this Service was Important	A Drawing Representing this Service



Are the current services of the Chief different now compared to the past? (Yes, No or Somewhat) Explain your answer.

**Tracking The Camp Chief & Council**

*Fill in the chart as the Gr.7-9 camp takes place.*

Day	Chief Name	Counselors' Names	Effective? Yes or No or Sort of Why?
1			
2			
3			
4			
5			
6			

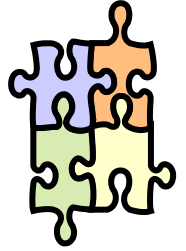


*Trading Post 2012*

**Section 3:  
Camp Journal**



(After camp you will type it up for the Camp Magazine.)

[illegible]

Did it take skill or luck to evolve to a “higher” level? How do you know?

What was your final level in Round #1? \_\_\_\_\_

What was your final level in Round #2? \_\_\_\_\_

Who tried leading the group at the beginning of the game?

Was it one person who lead the group at the end or did everyone have a say?

Were you able to have your ideas heard? Why or why not?

What made the team successful?



# 'THE TRADING POST'

Name  
Of The  
Trading  
Post

# ATTENTION TRAPPERS, WE NEED YOUR FURS!!

**WILL BE TRADING FOR  
IMPORTANT GOODS FOR YOUR  
FAMILY'S SURVIVAL & COMFORT**

**DATE:** \_\_\_\_\_

**TIME:** \_\_\_\_\_

**WORK HARD, BE HELPFUL,  
BE RESPECTFUL  
THEN EARN FURS!  
...LIVE A GOOD LIFE.**

## The Merchants

Need more space?  
Have another story idea? Go for it!

[illegible]

How do you make a good story...GREAT? Try using these tips below.

\_\_\_\_\_ Friend editing      \_\_\_\_\_ Add descriptive words      \_\_\_\_\_ Be creative  
\_\_\_\_\_ Teacher editing      \_\_\_\_\_ Add feelings & thoughts      *Did you try them?*



Title: \_\_\_\_\_

This image shows a single page of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, providing a guide for writing. There are no margins, text, or other markings on the page.

How many furs do you have? Fill in the chart.

Type of Fur	Number of Furs	X Amount	Total
Muskrat		X \$ ____	
Beaver		X \$ ____	
Marten		X \$ ____	
Totals	_____ _____	_____ _____	

How or why did you earn these furs?



*Explain your trades!!*

Trading Post Item	How Much Did You Pay?	Was It Fair? Yes or No

Discuss with fellow CZGS trappers:

- 1) What did they trade for and what did they pay?
- 2) Were your deals better or worse than theirs?

After discussions with fellow trappers change any of your “Fair” answers to a YES or NO.

Did you make any changes? Why or why not?

## YOU Can Create History In the NEXT Issue of the Camp Magazine

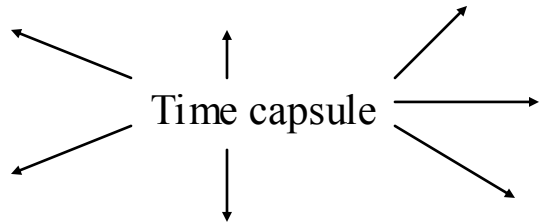
Share your favorite story or information.

Let’s start the writing process...NOW!

**BRAINSTORM**



Possible time capsule materials are:



As a group, decide what day you would like your time capsule opened:

---

**Date**

Where should the time capsule be stored?

---

**Location**

Pick one or more items for the time capsule. Choose or create your items with care and pride as family and friends in the future will be looking at your work!

**As a class build your time capsule.**

Why are you excited about the time capsule?

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# The Trades

*What, the word 'trade' again?*

*Did you know that the word TRADES has several meanings?*

?

## **Meaning #1 - Noun Or Verb**

The action of buying and selling goods and services.  
Buy or sell goods and services. To exchange.

Just like the Trading Post - right? Draw this meaning of trade below.

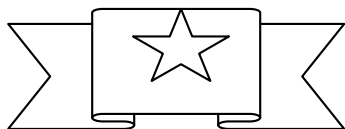
## **Meaning #2 - Noun**

An occupation (job/career) requiring skilled labor or a craft. For example, carpenter, mechanic, chef and trapper

These are called tradesman or tradeswomen or tradesperson. They go to school and learn on the job site in order to earn CERTIFICATES. Draw a tradesperson below.



## Earning Your Trade Camp Certificates



Everyday at Culture Camp  
you will be learning and practicing new  
knowledge and skills.

When the teachers feel that you have mastered the knowledge and skills you will earn a Certificate on that topic.

Examples: Food Safe  
Skidoo Maintenance  
Muskrat Skinning  
Supper Preparation  
And much more!

Certificates will be presented every evening after supper. Collect as many as you can.

Your collection of Certificates will be on display in the teaching tent and at the Art Show & Sale.

## *Time Capsule*

To understand the present it is important to know about the past.

We can do this through documents, what was written in books and stories but also through the buildings, landscape and historic artifacts .

If we don't learn about the past, how can we make proper decisions for the future?

How will we get a balanced view of our time if only the great events of our time are remembered but the experiences of ordinary people living ordinary lives are forgotten?

Each of us have a responsibility to value the objects of our contemporary culture, to help ensure their preservation and to use them to tell our story. One way of doing this is by making a time capsule.

Source: 356 Ways to  
Change the World





# Art Show & Sale

*Artists display their work (art) for various reasons...can you think of some of these reasons?*

-  
-  
-

*Discuss your reasons with the teacher and fellow classmates. Did they have the same reasons?*

Your art will be on display for your community. You may decide to sell it at the show or keep it or gift it. It is your art and you have that choice!

A key to a good Art Show & Sale is to get people there! You will be creating Art Show & Sale invitations using a variety of art...but remember to put the 5 Ws on the invitation.

**WHAT: Art Show & Sale**

**WHERE: ?**

**WHO: ?**

**WHEN: Date: \_\_\_\_?\_\_\_\_ Time: \_\_\_\_?\_\_\_\_**

**WHY: To display our Art to the community.**



Preparing meals safely for yourself, your family and your friends is a VERY important skill.

In this session you will learn how to prepare traditional and nontraditional foods with proper care.

Notes:



*Food Safe Certificate Received on* \_\_\_\_\_  
*Date*



A light gray banner with a black border and pointed ends, containing the text "Meal Prep & Service\*" in a bold, black, sans-serif font.

## Meal Prep & Service\*

During meal preparation there is a chance to earn 4 certificates including:

- Breakfast Prep & Service
- Lunch Prep & Service
- Supper Prep & Service
- Snack Prep & Service

You will have the chance to sign up for opportunities to assist with cooking and serving a meal or snack.

What is involved?

- Food Ingredient Inventory
- Nutrition
- Recipe Choosing & Menu Planning
- Camp Food Preparation, Cooking & Baking
- Serving Food to A Large Crowd
- Proper Cleanup Techniques - Equipment & Food

What's next? Find the camp schedule and sign up for a meal or snack prep & service time slot.

***Breakfast Certificate Received on*** \_\_\_\_\_

***Lunch Certificate Received on*** \_\_\_\_\_

***Supper Certificate Received on*** \_\_\_\_\_

***Snack Certificate Received on*** \_\_\_\_\_

*\*Food Safe Certificate must be received prior to working in the kitchen.*

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Draw you or your friends or maybe everyone playing the camp song together.



## Camp Song



Write the lyrics (words) to your camp song:

Title: \_\_\_\_\_

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## Skidoo Maintenance & Basic Fixes

How many months of the year do you and your family travel on a skidoo? \_\_\_\_\_

Understanding basic skidoo maintenance and fixes can save you time and money, and maybe even save yourself from frostbite if you break down on the land during a cold day!

Pay attention to the presentation. Take notes. You will be expected to demonstrate your knowledge and skills prior to leaving the camp on a skidoo (for example: checking traps).

Notes:

*Skidoo Basics Certificate Received on* \_\_\_\_\_



## Muskrat Trapping

Muskrat trapping involves a wide range of skills. Over the week you will have chance to master these skills. Some skills may have been learned in past Culture Camps or with your family; whereas other skills and knowledge may be new.

When you feel ready to demonstrate your skills let the traditional teacher know. You can earn the following certificates:

- Setting a Muskrat Trap Certificate
- Skinning & Stretching a Muskrat Certificate

Remember the traditional teacher will demonstrate the skills above. Pay attention and take notes if needed. Ask questions. Then demonstrate your new skills!!

Notes:

*Muskrat Trap Certificate received on* \_\_\_\_\_

*Skinning & Stretching a Muskrat Certificate received on* \_\_\_\_\_

What detail in *Daatsoo, Trùh hah* surprised you?

Using an art method that you practiced this week, create a piece of art from the detail that surprised you.

Possible art forms:

- soap carving
- jewelry
- woodcarving
- acrylic painting
- video journaling
- beading

What art form did you choose? Why?

Name the art piece:

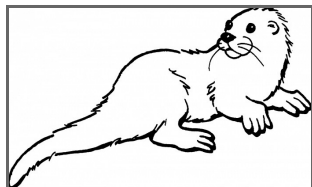
\_\_\_\_\_





# Daatsoo, Trùh hah Mouse & Otter

Told by Edith Josie



As a class, read *Daatsoo, Trùh hah* (Mouse and Otter) in the book *People of the Lakes* on pages 7-8.

Read it again to really understand the details of the story.

In the introduction paragraph, there is a sentence that describes the story. Write that sentence below:

---



---

List the differences between the *daatsoo* and the *trùh*.

Daatsoo	Trùh



Snaring rabbits has sustained people for thousands of years. It is an important skill to have and to become an expert at.

Do you know what needs to be done to snare and skin a rabbit?

List what to do and draw a proper snare knot below. Talk with your traditional teacher if you need help.

Now demonstrate your skills to the traditional teacher to earn your certificates!

*Making a Rabbit Snare Certificate received on* \_\_\_\_\_

*Setting a Snare Certificate received on* \_\_\_\_\_

*Skinning a Rabbit Certificate receive on* \_\_\_\_\_



A light gray rectangular certificate with a black border. It has a banner-like shape with pointed ends on the left and right sides. The text "Animal Care" is centered in a bold, black, sans-serif font.

## Animal Care

Dogs will always play an important role in the First Nation lifestyle. Taking care of one's dog is an important task.

Listen to the guest speaker as he/she speaks and demonstrates their knowledge and skills on taking care of dogs.

You will discuss and demonstrate your knowledge and skills to the traditional teacher in order to earn this certificate.

*Animal Care Certificate received on \_\_\_\_\_*

A light gray rectangular certificate with a black border. It has a banner-like shape with pointed ends on the left and right sides. The text "Local Language" is centered in a bold, black, sans-serif font.

## Local Language

Using and understanding one's traditional language is a vital skill. It helps to maintain a culture, allows communication to Elders, as well as even provides you with an opportunity for a career, such as translator or local language teacher.

Use local language words and sentences as much as possible. Translation books, posters and the traditional teachers are available to help you.

*Local Language Certificate received on \_\_\_\_\_*

# Woodcarving

*Explore the woodcarving resources and tools.  
Practice using the different tools on a scrap piece of wood.*

*While I explored the woodcarving resources I learned:*

*While I explored the woodcarving resource I was inspired by:*

*I am going to try making \_\_\_\_\_.*

*I need these materials & supplies:*

*Using the instructions and pictures from the resource book design and create your woodcarving. Take your time! Be patient with your carving! Seek help or advice from peers and teachers to help you through difficult spots.*

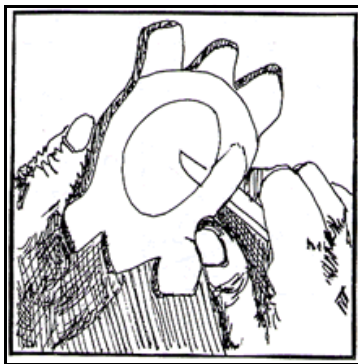
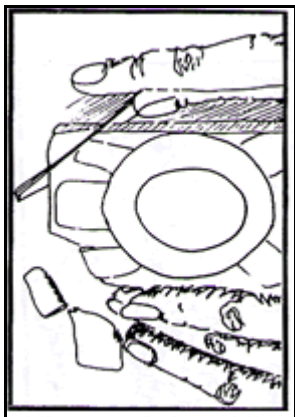
*How did your carving turn out?*



5. **Remove the soap outside the outline using small slivers or chips.** Make sure to scrape away only small portions at a time, as it would be easier to remove than to put back an over-scraped portion. Cutting off too much would cause the soap to break off into chunks.
6. **Add detail to the inside of the outline to refine the design further.** *When the carving is finished, wet your finger and rub the surface of the soap to create a smooth finish. Allow it to dry and harden for a day before using.*

### Soap Carving Tips:

- Use a fresh bar of soap instead of an old dry bar. Dry soap is brittle and may crack or crumble.
- Ivory soap makes a good beginner bar because it is large, soft, easy to work with and easy to obtain.
- Repair small cracks and rough patches by using a toothpick to slightly dampen the area, then smoothing it over with your fingers.



Picture Source:  
Amanda's Issues in  
Diversity in Children  
and Adolescent



## Meat Preparation

At camp a variety of traditional meats will be caught and prepared for cooking. After a discussion on knife safety, the traditional teacher will demonstrate the “how-to” of traditional meat cutting and meat preparation for cooking.

Topics include:

- Preparing a Muskrat for Cooking
- Preparing a Rabbit for Cooking
- Making Dry Meat
- Caribou Head Preparation

You will be tested on your knowledge of preparing the meat and if possible you will demonstrate this knowledge and skills on an animal.

Notes:

*Muskrat Meat Certificate received on* \_\_\_\_\_

*Rabbit Meat Certificate received on* \_\_\_\_\_

*Dry Meat Certificate received on* \_\_\_\_\_

*Caribou Head Certificate received on* \_\_\_\_\_



## Camp Care

When on the land, a person needs to take care of themselves, their family and their camp. Respecting ourselves, others and the land is key to camp, as well as knowing how to deal with minor and major emergencies.

Brainstorm and fill in the chart.

Minor Emergencies	Major Emergencies

Now listen to the presentation on “Camp Care” and you will learn how to take care at camp, and deal with the emergencies above.

Notes:

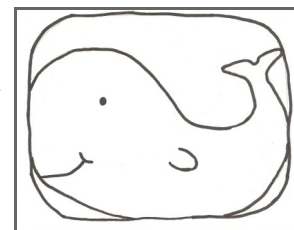
*Camp Care Certificate received on* \_\_\_\_\_

## Carving—The Soap Sculpture

Source: [www.wikihow.com/Make-a-Soap-Carving](http://www.wikihow.com/Make-a-Soap-Carving)

*Soap carving is a fun and easy way to create sculptures from a bar of soap. The resulting sculptures can then be displayed or used as soap.*

1. **Choose a bar of soap.** Any soap will work, however, a larger bar is easier to hold and gives more material to work with.
2. **Choose a knife to use.** Soap is fairly soft, so use a plastic knife, spoon, or a popsicle stick.
3. **Decide on what subject to carve.** A turtle or fish are frequent choices for a first carving, as they are similar to the shape of most bars of soap. You can also choose other subjects such as birds, hearts or boats.
4. **Draw an outline of your carving on one side of the soap.** You can either draw the outline first using a pencil, or directly use a knife, orange wood stick, or tooth pick to scrape the outline into the soap. Keep your hands dry.



See the next page for the rest of the instructions and soap carving tips.



Picture Source:  
Up Town Soap Co.  
Incredible Soap  
Carvings



5. Use a medium-size brush and paint the stem of the flower with long, sweeping strokes downward, adding a curve to give the stem shape.

The curve will also give the main part of the flower depth and give the effect that the flower is hanging slightly to one

6. Blend green and brown paint as needed to achieve an appropriate color for the stem of your flower.

If there are leaves, paint the rough outline of them at this time.

7. **Return to the flower and add details.**

You can use a paintbrush with hard bristles and dab at the flower to create texture.

Use darker versions of the base color to create the intricate shadowing and folds of the flower petals.

Wide, curved brushstrokes with a watered-down black will create depth in the folds. Apply these lightly to achieve the overall shadowing effect you're after. Blend the primary colors of your flower until you get the tone you want.

Use water to help you thin the paint for blending.

Continue to add details: shadows, high lights, low lights, etc. until satisfied.

8. Sign your name on the bottom right corner and allow your painting to dry.

9. Clean up your brushes and painting area.



*Check off each step when you are finished.*



☐ Watch the video “*Sliding Saskatchewan Style*”\*

What are three things that you could do to make the video better?

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

What will be the MAIN topic of your video journal?

\_\_\_\_\_

Why did you pick that topic?

\_\_\_\_\_



## Now let's create!

### Step 1

- ☐ Watch the video *"iMovie - Getting Started"*\*

#### Your turn.

- ☐ Add photos and video clips.
- ☐ Choose good starting and ending photo or videos.
- ☐ Put the photos and videos in the right order.

### Step 2

- ☐ Watch the video *"iMovie - Voice Overs"*\*

#### Your turn.

- ☐ Make the photos play longer.
- ☐ Record voice over for each photo.
- ☐ Shorten each photo length to match the voice over.

### Step 3

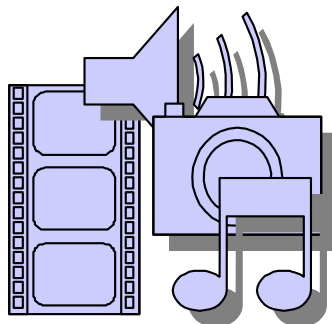
- ☐ Watch the video *"iMovie - Finishing Touches"*\*

#### Your turn.

- ☐ Add titles and credits.
- ☐ Give your video a name.
- ☐ Show your video to a teacher.
- ☐ Export video on to camera roll.

### Digital Media Certificate received on

\*Videos can be obtained from Vuntut Gwitchin Government Education Department, Old Crow, YT.



## ACRYLIC PAINTING

Source: ehow.com

*You will be experimenting with acrylic paints, canvas and brushes to paint a flower...*

*Or choose an object with vivid colors.*

#### Supplies needed:

- Acrylic paints
- Water
- Water container
- Brushes
- Canvas
- Pencil



Source: artybuzz.com

#### Flower Instructions:

1. Watch the demonstration on drawing & sketching.
2. **Draw a basic sketch of a flower** (or an object of your choosing) on the canvas. Seek feedback from friends and teachers, and adjust as needed.
3. **Start by painting the whole canvas.** Choose a color or two and water the paint down a little. Let the painted canvas dry.
4. It doesn't matter what type of flower you choose, it's easier to start a painting by designing the outline and proportions before you think about layering on the details.

Start with a wide paintbrush to get the main sweep of the flower petals.

Then switch to a smaller paint brush to strengthen the edges of each petal by darkening the lines.



Are you going to fasten your earrings to anything or will they lie loose in the box?

---

Now you have a sketch and measurements. Is there anything else you need?

Gather tools from your teacher. **START** building your display box. Take your time and lots of care to ensure your hard work on the earrings is displayed properly. When you are finished answer the questions below:

Did you make any changes from the original design?

Yes      or      No

If yes, what were the changes?

---

How much time did it take to make the box?

---

What is that time worth?

---

What should be the final cost of your earrings?

---



A variety of sessions will be offered for gaining other trade certificates. Below is a space to write notes and draw diagrams.

1)      Personal Choice Session: \_\_\_\_\_

Notes:

\_\_\_\_\_ *Certificate received on* \_\_\_\_\_



2) Personal Choice Session: \_\_\_\_\_

Notes:

\_\_\_\_\_ *Certificate received on* \_\_\_\_\_.

3) Personal Choice Session: \_\_\_\_\_

Notes:

\_\_\_\_\_ *Certificate received on* \_\_\_\_\_

## Display box design....

What materials are you going to use?

What are the dimensions of the box? Did you measure the earrings to see if they will fit?

Length: \_\_\_\_\_cm

Width: \_\_\_\_\_cm

Height: \_\_\_\_\_cm

Sketch the design of the box. Use pencil colors for any color highlights.



# Earring Display “Box”

*The packaging of gifts, items to be sold or even art (for example: frames around photos, display cases around sculptures or the cover art on an album!) can enhance the art piece or even help to sell the item quicker.*

*Today you are going to figure out the best way to display your jewelry creation.*

*How will the box: Keep the item safe and free of damage?  
Capture the interest of the buyer?  
Define who you are?  
Be valuable so it doesn't end up in the garbage?  
Reduce environmental damage?*

Possible gift “box” ideas:

- carved out log
- painted or decorated wooden box
- weaved grasses
- beaded leather pouch
- recycled garbage
- origami paper box
- colored glass jar

*What can you think of?*

*Use the following pages to assist in the development of your display box!*

# My Trade Certificates!

Certificate	Done?	Certificate	Done?
Food Safe		Preparing a Muskrat	
Breakfast		Preparing a Rabbit	
Lunch		Dry Meat	
Supper		Caribou Head	
Snack		Camp Care	
Skidoo		Digital Media	
Setting a Muskrat Trap		Video Journaling	
Skin/Stretch Muskrat		Other:	
Making a Rabbit Snare			
Setting a Rabbit Snare		Other:	
Skinning a Rabbit			
Animal Care		Other:	
Gwich'in Language			

My Favorite Certificate was:

Careers I could achieve in this trade are:



# How Did The Gwich'in Make & Use That?

VGG Cultural Geography Project  
Education Materials Development  
Vuntut Gwitchin Government

**Part #1**      **Read** *Chyaa Zree Zhit Dhidii* (*Boy in the Moon*)  
told by Effie Linklater  
Pages 3 & 4

**Sketch below or on drawing paper one scene from  
the story *Chyaa Zree Zhit Dhidii*.**

Scene Title: \_\_\_\_\_

Original Story Told By: \_\_\_\_\_

Chyaa Zree Zhit Dhidii

## Step 14:

Take the wrapped briolette and slide it onto the spiral. Slide the earring hook onto the spiral on the other side to finish off your wire briolette earrings.



How long did it take you to create these earrings?

\_\_\_\_\_

Ask your teacher: "What were the cost of the supplies?"

\_\_\_\_\_

What do you think is a fair price for these earrings?

\_\_\_\_\_

Why is this a fair price? Discuss with other students what they would charge.

\_\_\_\_\_

Are you keeping, gifting or selling the earrings?

\_\_\_\_\_

Why? \_\_\_\_\_



**Step 11:**  
Make a loop around the nose of your pliers.



**Step 12:**  
Release your pliers and slide your earring wires onto the loop that you have just made in step 11.

Grip the loop with your chain or flat nose pliers and use your free hand to wrap the wire around the neck of the loop.



**Step 13:**  
Wrap the loose wire until it reaches the end of the straight piece of wire.

Cut off the extra wire with your wire cutters. Always protect your eyes when cutting wire. Press the end down with your chain or flat nose pliers.



**Part #2**      **Read** pages 6 - 19 and as you read **list** below various **hunting and work tools** that the Gwich'in people used. Answer the questions below.

Page Number	Gwich'in Tool Name	English Tool Name	More Details or Drawing

1) Were the Gwich'in people in the stories trades people? Why or why not?

2) Why were the Gwich'in so strong in their skills?



# Iron Chef Culture Camp

You've taken the food safe course!  
 You've taken the kitchen safety course!  
 You've assisted with making meals and snacks!

TIME to work with your team for the  
**ULTIMATE Camp Cooking Show Down**

## IRON CHEF CULTURE CAMP!

In the chart below, fill in the two team names and list who are in the team below. Ask the teachers who the judges are and add their names to the chart.

Team _____	Vs.	Team _____

Judges: \_\_\_\_\_

### Step 7:

Slide your bead onto the wire. You might have to widen the angle of the folded wire to slide the bead on. Try not to force the bead onto the folded wire, especially if you're working with crystal beads because they chip and break easily.



### Step 8:

Take both sides of the wire and cross them diagonally over the top of the bead.



### Step 9:

Cut off one side of the wire 3 - 4 mm from where the wire crosses the other one.



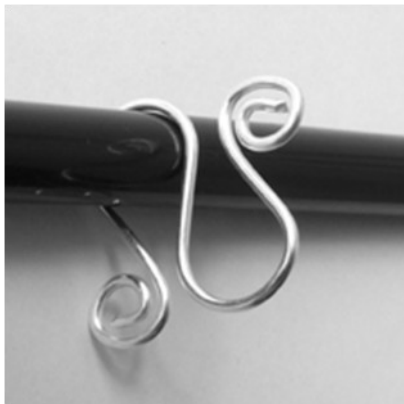
### Step 10:

Take your chain nose pliers and bend both sides of the wire so that they are exactly vertical above the middle of the bead.





Hold the mandrel in position with one hand, and bend the tail of the wire around the mandrel with your other hand. Do the same for the other end of the wire.



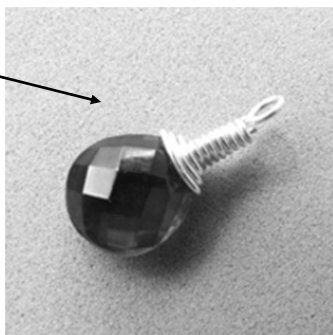
#### Step 5:

Now it is time to make the briolette wrap. Look closely at the picture this is your end goal.

#### Step 6:

Cut a 9 cm length of wire. Grip the middle of the length of wire with your chain nose pliers.

When using a medium sized bead, you should use the middle part of the pliers as shown in the graphic.



What needs to be done & time limits....

### 30 minutes

Team Name

Recipe Selection or cooking plan for a soup, main course & dessert.

### 2 hours & 30 minutes

Prepare enough food for your team to, 3 staff members and 3 judges. Have your food ready and be able to explain what you made to the judge at the end of the time limit. Clean up!

Which team won Iron Chef Culture Camp?

---

Why did they win the competition?

---

Favorite memory of the competition:

---



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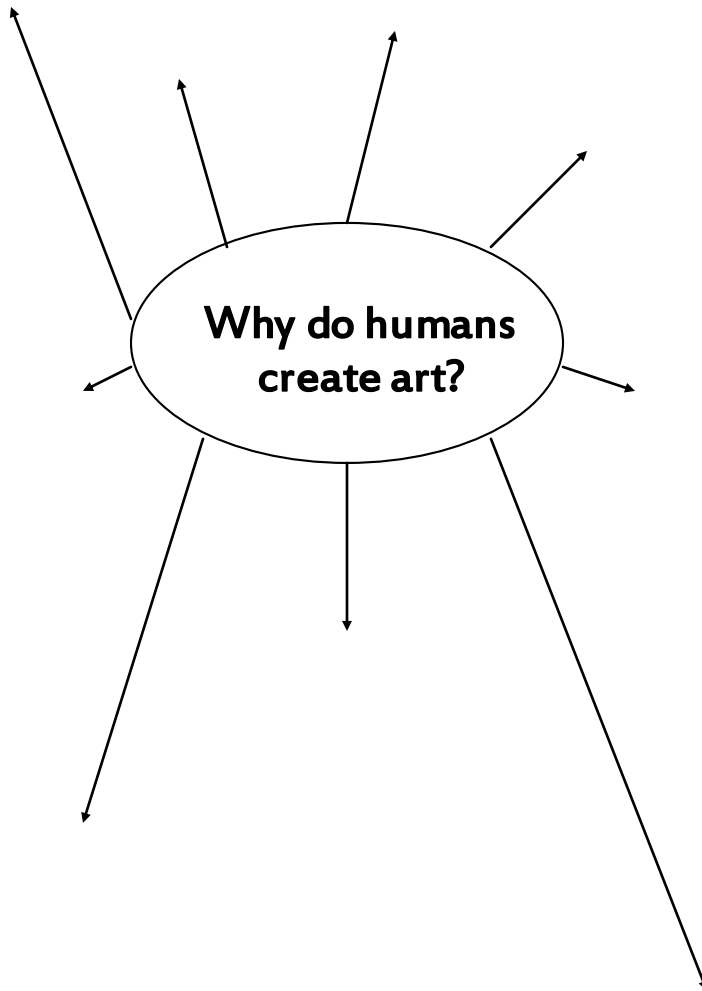


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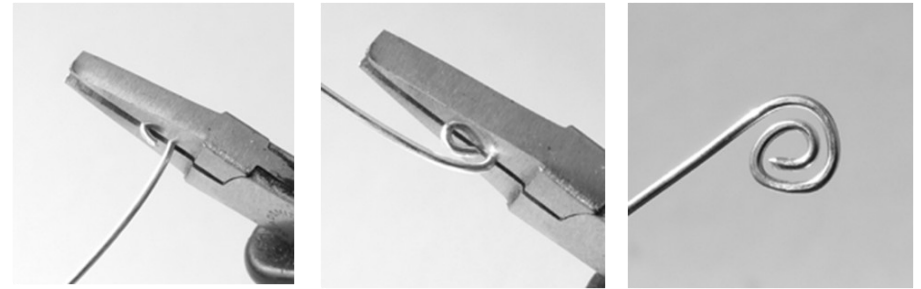
# The Arts

*Brainstorm & discuss why humans create art.*



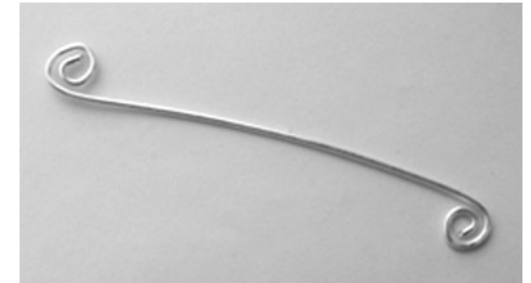
## Step 2:

Grip the loop with your flat nose pliers and use your free hand to bend the tail of the wire around the loop to form a spiral. Leave a gap between the rings of the spiral while bending the wire. Your spiral should have more or less two circles. It doesn't matter if the spirals aren't perfectly round.



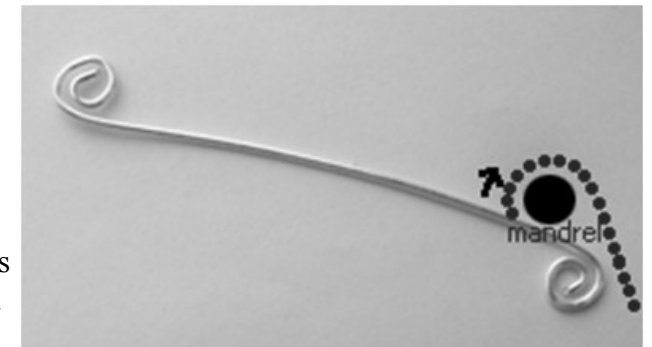
## Step 3:

Make another spiral on the other end of the wire in the opposite direction.



## Step 4:

For the next step you will need to place your mandrel (or object) in the position as shown in the photo. The dotted line indicates the way you should bend the wire.



*Check out the next page to see what you need to do next.*



# Wire Briolette Earrings

Source: [www.how-to-make-beaded-jewelry.com](http://www.how-to-make-beaded-jewelry.com)

*You get to decide the fate of the earrings. First the earrings must be shown at the **Art Show & Sale**.*

*If sold—you get to keep the money!*

*If given as a gift—you get to keep the hug and love!*

*If you keep it—enjoy!*

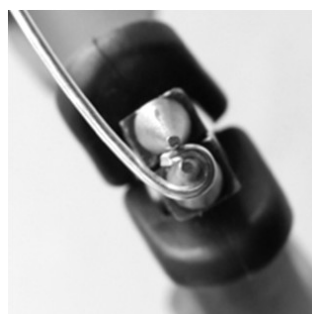
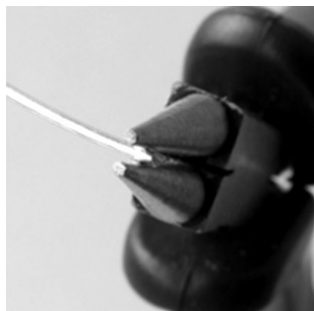


## Materials that you need:

- 2 crystal briolette beads with top drilled holes, side-to-side )
- 18 gauge (1.0 mm) silver wire
- 22 gauge (0.6 mm) silver wire for wrapping the briolette beads
  - 2 earring wires (hooks)
- mandrel with a diameter of 8 mm
  - round nose pliers
  - chain or flat nose pliers
  - wire or side cutters
  - safety glasses (optional)

## Step 1:

Cut off a piece of 18 gauge wire, 12 cm long. Run your fingers along the wire to straighten it a bit. Grip the end of the wire with your round nose pliers. Make a loop by moving your pliers away from you. Do not close the loop completely, leave a small gap. Release your pliers.



*Brainstorm & discuss various types of ARTS.*

Art that we SEE	Art that we HEAR	Art that we TOUCH	Art that we TASTE

## *In your community:*

- 1) Who creates “art that you see” in your community?
- 2) Who creates “art that you hear” in your community?
- 3) Who creates “art that you touch” in your community?
- 4) Who creates “art that you taste” in your community?
- 5) What sense is missing...? \_\_\_\_\_
- 6) Is there art for that sense? \_\_\_\_\_



## People of the Lakes Sketches

Using the *People of the Lakes* book, turn to the following pages and answer the questions. Read the stories that correspond with the art.

### 1) Page XLVIII

Who sketched this piece of art?

How is life different now compared to that sketch?

How is life the same now compared to that sketch?

### 2) Page L

Who sketched these pieces of art?

What piece of evidence is there that Europeans made contact with the Van Tat Gwich'in?

Why do you think the artist sketched these men?

## Metal Jewelry

Make a prediction to the following question....

How much money did the United States make on selling precious metal jewelry in 2006?

\$ \_\_\_\_\_  
(your prediction)

How much money did the United States make on selling costume jewelry in 2006?

\$ \_\_\_\_\_  
(your prediction)

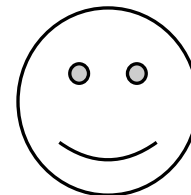
**CHECK Out the inside back cover for the answer!!**

Designing, creating and making jewelry is BIG business!

Family and friends that wear jewelry are:

They like to wear:

Most jewelry is: home made OR store-bought



\_\_\_\_\_  
(Your name)





## Well...How Did It Turn Out?

The beadwork is now framed. How does it look?

What I love best about my framed beadwork is...

What I could have improved on is...

Using your answer from Page 48 -

Time to Design & Bead -

Time to Frame & Mount -

TOTAL TIME: \_\_\_\_\_

Many people beadwork for gifts and for selling. What are you going to with it...keep it, gift it or sell it?

*Reflection.:*

*Do you see yourself beading in the future? Yes No*

*Why or why not?*

### 3) Page 25

How are Gwich'in hunters different in 1848 compared to now?

How are present Gwich'in hunters the same as the 1848 Gwich'in hunters?

What season was the sketch made in? How do you know?

Why is this piece of art so valuable to history?

### 4) Page 109

Who is the person in the piece of art?

Using facial expressions, what emotions do you think this leader is feeling? How do you know?

If this leader wanted you to do something, would you do it? Why?



# Beadwork In a Picture Frame

First Nation people are known across the land for beautiful, precise, labor intensive beadwork.

How important was beadwork long ago?

Here is a quote from the book *People of the Lakes* (pg. 29) by Myra Moses

*In those days, for what we now call money, they used big beads, long and colored. His two sisters kept them for him. He paid people with these, they said.*

Beads were valuable. Why do you think people felt this way?

In this art activity you will be:

- Designing & creating a pattern for beading
- Transferring the pattern to material
- Beading the design
- Mounting your beading in the frame
- Decorating your frame to enhance your beadwork



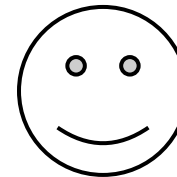
Source: inuvikphotos.ca

## Decorate Your Frame for Your Beadwork

Hello! My name is Mr. Pick Ture. I frame art as my career. It is my trade and I love it! Do you know why people frame art?

Well, there are many reasons. First reason is to enhance the art is itself. by paying attention to color and texture. What frame will make your art more eye catching?

Other reasons include protecting the art from damage or creating a stable environment for it!



Gather materials from your teacher and discuss with him or her what will make your beadwork stand out.

Ready...  
Get Set...  
Frame!





The traditional teacher will give you step-by-step instructions on how to bead this pattern. Write down the STEPS below so can follow them when you are given time to work on your beadwork.

Steps:

Listen to the traditional teacher on how she creates patterns for beading. Write down any interesting tips.

Notes:

Now time to start your beading!! Gather the materials and tools required. Make a masterpiece! When you are finished beading answer the questions below:

- 1) What colors did you choose for your design?
  
- 2) How long did it take to bead this design?

Time to decorate your frame!



Use the space on the next two pages to design various beadwork designs.

**Possible Beadwork Designs:**

Put a circle around your favorite design.