

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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Vuntut Gwitchin Government

Thanks to:
Dakota, Logo
Teryn, English & Gwich'in Motto

Traditions, History & Geography

Year: _____

Learning Every Day!



Spring Culture Camp Grades 4 - 6 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.						

CAMP AUTOGRAPHS & MESSAGES!!

FROM CAMP STAFF, FRIENDS, VISITORS & FAMILY

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

Free Space for
Writing
&
Drawing!

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	Student does not try to speak or listen to the local lan- guage.	Student rarely asks for help learning the local language. Listens to the local language.	Student sometimes listens to the language around then tries.	Student often asks for help with learning the local lan- guage. Eager to learn.
Fluency	Does not try to speak the local language Cannot assess.	Barely meets expectations of the local language skills. Uses some labels.	Meets expectations of the local language skills. Uses labels & few phrases.	Above expectations of the local language skills. Always uses labels & phrases.
Muskrat 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. Muskrat 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 try to snare a rabbit.	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	Is not respectful. Does not listen to Elder, or respect the animals trapped or land.	Sometimes respectful to Elders, trapped animals or land.	Usually respectful to Eld- ers, trapped animals and land.	Always respectful to Elder, trapped animals and land.
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.



Lexi taking care of Vicky's dog. 2011

Section 1: Before & After Camp Activities

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.

CAMP GUIDELINES AND SAFETY

1. Be respectful

Respect everyone.
Use appropriate manners.
No bullying and no teasing.
Listen and learn from your hunters, Elders, teachers and instructors.

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 may be used in the evening 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 camp staff, hunters, Elders, teachers or instructors 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 it doesn't damage the pelt.			
How to skin a muskrat.			
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 - Healthy muskrat and cleaned properly.			
Constructing 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.			
Gear packed up properly.			
Gear secured in sleigh.			
Traveled to and from camp safely.			

Comments:

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.

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.

Enjoy and have fun out on the land!

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 °C
- Extra sheet
- Pillow
- Canvas for under bedding, or caribou skin

Personal items

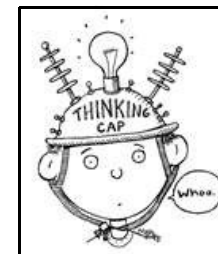
- 2 sets of face towels, 1 face cloth
- Comb or brush
- Sunscreen (a must)
- Sunglasses (a must)
- Hair ties
- Journal, pens & pencils (from school)
- Set of dishes & mug in a cloth bag
- Toothbrush, toothpaste & floss

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*



Activity	Help Needed	Okay	Master
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 during different seasons.			
Understand muskrat reproductive cycles.			
Understand muskrat feeding patterns and relate these to trapping activities.			
Understand muskrat populations and knows when to leave an area so the population can recover.			
Knows how many muskrats may use a muskrat house.			
Know how to identify a muskrat pushup.			
Find a door in a muskrat pushup.			
Takes the top off the muskrat pushup.			
Set a trap in a muskrat pushup.			
Know different ways of setting a trap in a pushup.			
Know how to make a plan if the house is slanted.			
Know how to leave no trace of ice or smell in the muskrat house.			



Grades 4 - 6 students trapped, skinned and dissected a muskrat. 2011

Section 4: Assessment

1. Look back at the camp guidelines (on pages 6 & 7). 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, cutting fish, setting a snare, driving a dog team or setting a net. There are lots of others too!

My 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 (circle one)
Who helped you meet this goal?	
How did they help you meet this goal?	

Reflection on one's life and culture makes a person stronger, smarter and kinder.

Here is a spot to reflect more about your time at camp. Draw or write down other reflections.

Think deep - your heart and brain will grow.

Camp Journal Day 6

Date: _____

Today I did these activities:	
Today we ate:	Brunch:

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

R E F L E C T I O N	Describe the best part of your day.	
	Describe the worst part of your day.	
	What did you feel like when you were driving home from camp, back to town? Why do you think you felt like that?	

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 (circle one)
Who helped you meet this goal?	
How did they help you meet this goal?	



Preparing for the Culture Camp Magazine

While we are at Culture Camp we are going to be taking photos and recording information that we will share with the rest of the community when we return to town.

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 send out to everyone 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:

Check out the list of photos to take in Section 2.

AFTER CAMP

_____ Download pictures on to the computer

_____ Label pictures and video clips

Camp Journal Day 5

Date: _____

Today I did these activities:		I helped _____ with his or her _____ _____
Today we ate:	Breakfast: Lunch: Supper:	

Share a story that you have heard from an Elder during Culture Camp (using words or by drawing).

Camp Journal Day 4

Date: _____

Today I did these activities:		I helped _____ with his or her _____ _____ _____
Today we ate:	Breakfast: Lunch: Supper:	

R E F L E C T I O N	What was some- thing funny that happened today?	
	What was the best thing about today?	
	What was something interesting that you have learned while at camp?	

Who did you learn this from? _____

Free Space for
Writing
&
Drawing!

Camp Journal Day 3

Date: _____

Today I did these activities:	
Today we ate:	Breakfast: Lunch: Supper:

Share a story that you have heard from an Elder during Culture Camp (using words or by drawing).

Free Space for
Writing
&
Drawing!

Camp Journal Day 2

Date: _____

Today I did these activities:		I helped _____ with his or her _____
Today we ate:	Breakfast: Lunch: Supper:	

R E F L E C T I O N	Describe a funny situation from today.	
	What was the best thing about today?	
	What is something interesting that you have learned while at camp?	
Who did you learn this from? _____		



Grades 4-6 Trading Day! Students earn "furs" for hard work and being positive. They trade their "furs" for goods at the trading post on the last day! 2011

Section 2: Camp Activities



MAGAZINE PHOTO CHECKLIST



We will need lots of interesting photos for our magazine. Here is a list of photos that you should make sure your class takes. Once you've got a photo, check it off the list!

Camp life

- ☐ Students helping the cook
- ☐ Students getting firewood
- ☐ Camp staff
- ☐ Visitors who came from town

Activities on the Land

- ☐ Setting/checking traps or snares
- ☐ Setting nets
- ☐ Students with something they caught
- ☐ Students learning how to cut or stretch a skin
- ☐ Dog sledding
- ☐ Students skiing or snowshoeing
- ☐ Listening to an Elder tell a story

Camp Journal Day 1

Date: _____

I'm sleeping in a tent with:		
Today I did these activities (circle):	skiing snowshoeing dog sledding trapping & snaring	collected firewood helped with cooking got water fishing
Today we ate:	Brunch: Supper:	

GOALS	What is your personal goal?	
	How did you work on your personal goal?	

REFLECTION	Describe the best part of your day.	
	Describe the worst part of your day.	
	What are you most excited about for Culture Camp?	
	What do you want to learn about?	



Harold and Allen playing guitar and fiddle for Saturday night learning and recreation in the teaching tent. 2011

Section 3: Camp Journal

Activities at Camp

- ☐ Students working with a map
- ☐ Students working in the classroom tent
- ☐ Students working on their manuals
- ☐ Students using a compass

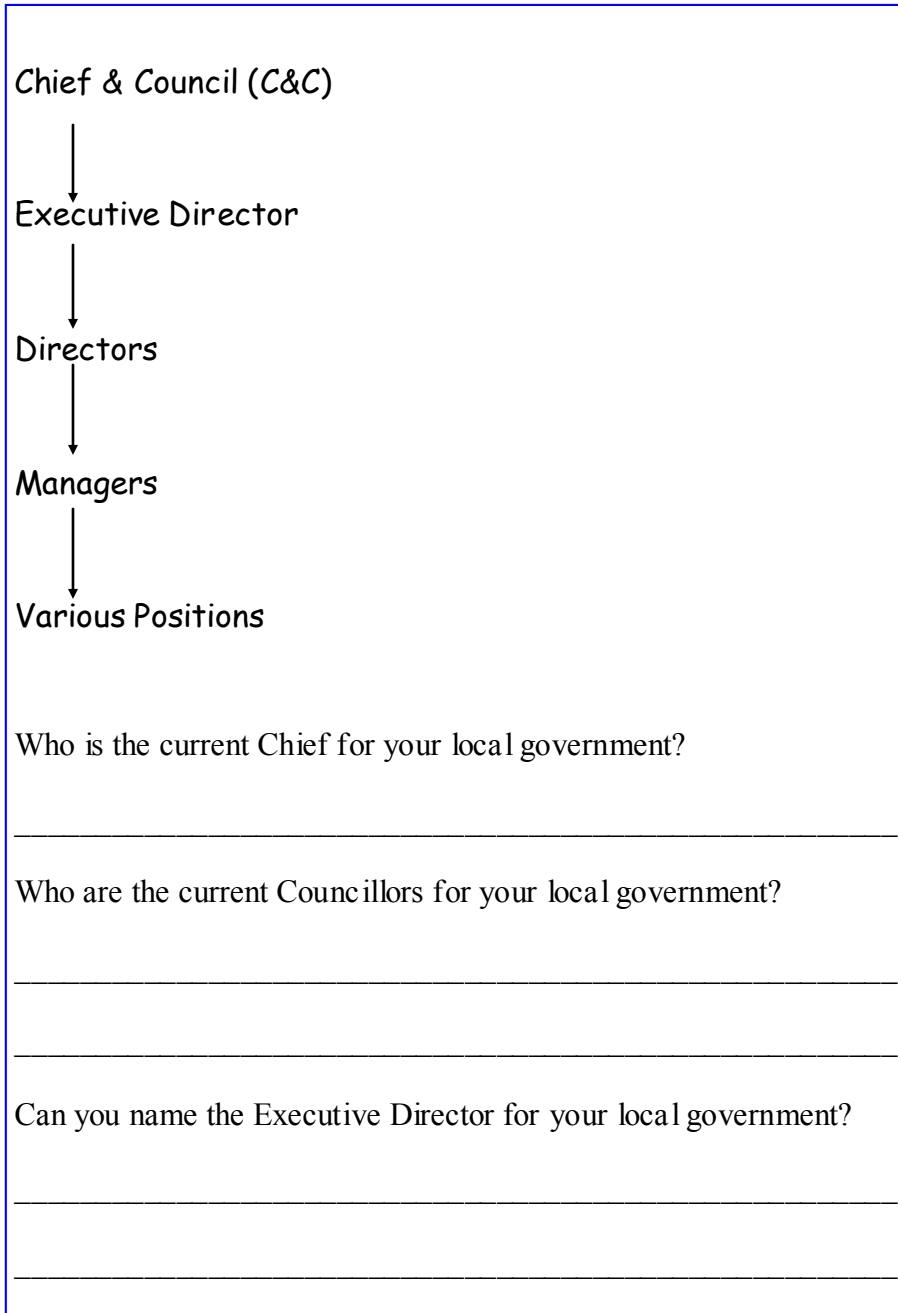
Anywhere!

- ☐ Funny photo
- ☐ Group/class photo
- ☐ Teamwork

Other photos I took:

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

Chief & Council *For the Day!*



Do you have any other ideas for the magazine?
Write them ALL down here. We love new ideas!

This image shows a full page of primary-ruled paper designed for handwriting practice. It features multiple sets of horizontal lines across the entire page. Each set consists of three lines: a solid top line, a dashed middle line, and a solid bottom line. These sets are repeated vertically down the page, providing ample space for practicing letter formation and alignment. The paper is otherwise blank, with no margins or additional markings.

Second Draft Copy Your Story Here!

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

[illegible]

Everyday a new youth Chief and Council will be choosen to help “run” the camp. Together they will be solving camp problems and coming up with solutions to help the camp run smoother.

Record 2 days of Chief and Council names, problems and solutions.

DAY 1

Date: _____

Chief: _____

Council: _____

Problem(s): _____

Solution(s): _____

How was a decision made? _____

DAY 2

Date: _____

Chief: _____

Council: _____

Problem(s): _____

Solution(s): _____

How was a decision made? _____

Second Draft Copy Your Story Here!

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

Title: _____

[illegible]

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

Honest	Kind	Trustworthy
Respectful	Strong	Passionate
Smart	Creative	Fair
Courageous	Goal-Orientated	Hardworking

Are you going to be a leader one day?

Draw & explain the leader you know.

Name: _____

What makes them a good leader?

Draw him or her hard at work!

Transportation Now & Then

Guest Speaker: _____

Write down notes from the guest speaker.

What is transportation?

***Now* NOTES** Year: _____

***Then* NOTES** Year: _____

Write down notes from the guest speaker.

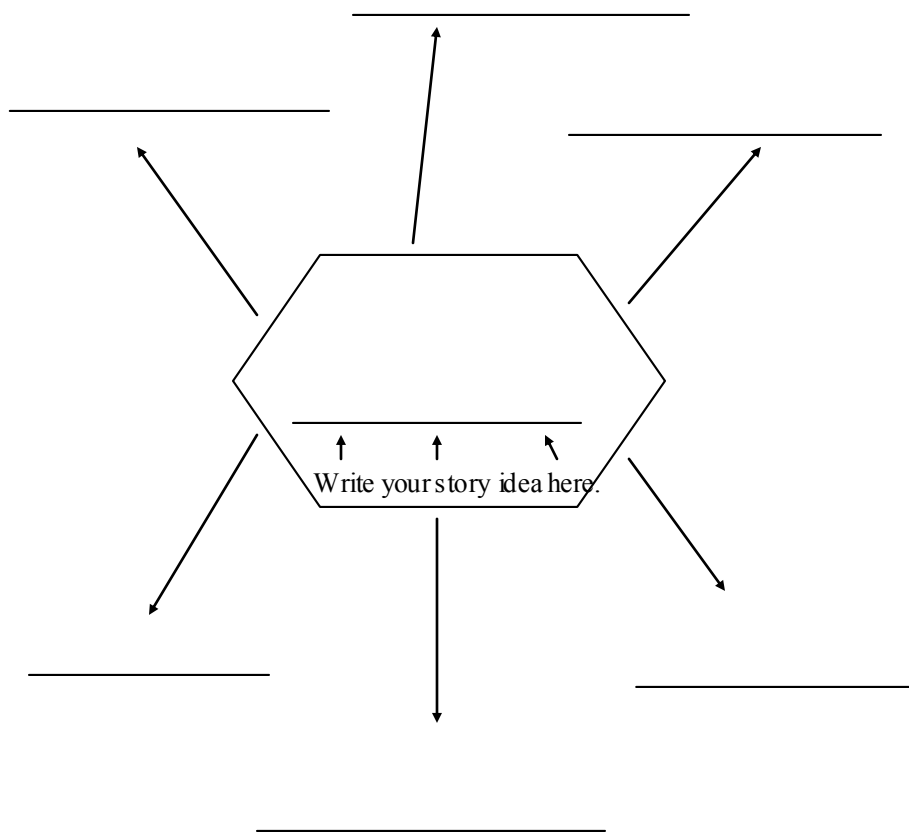
[illegible][illegible]

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!

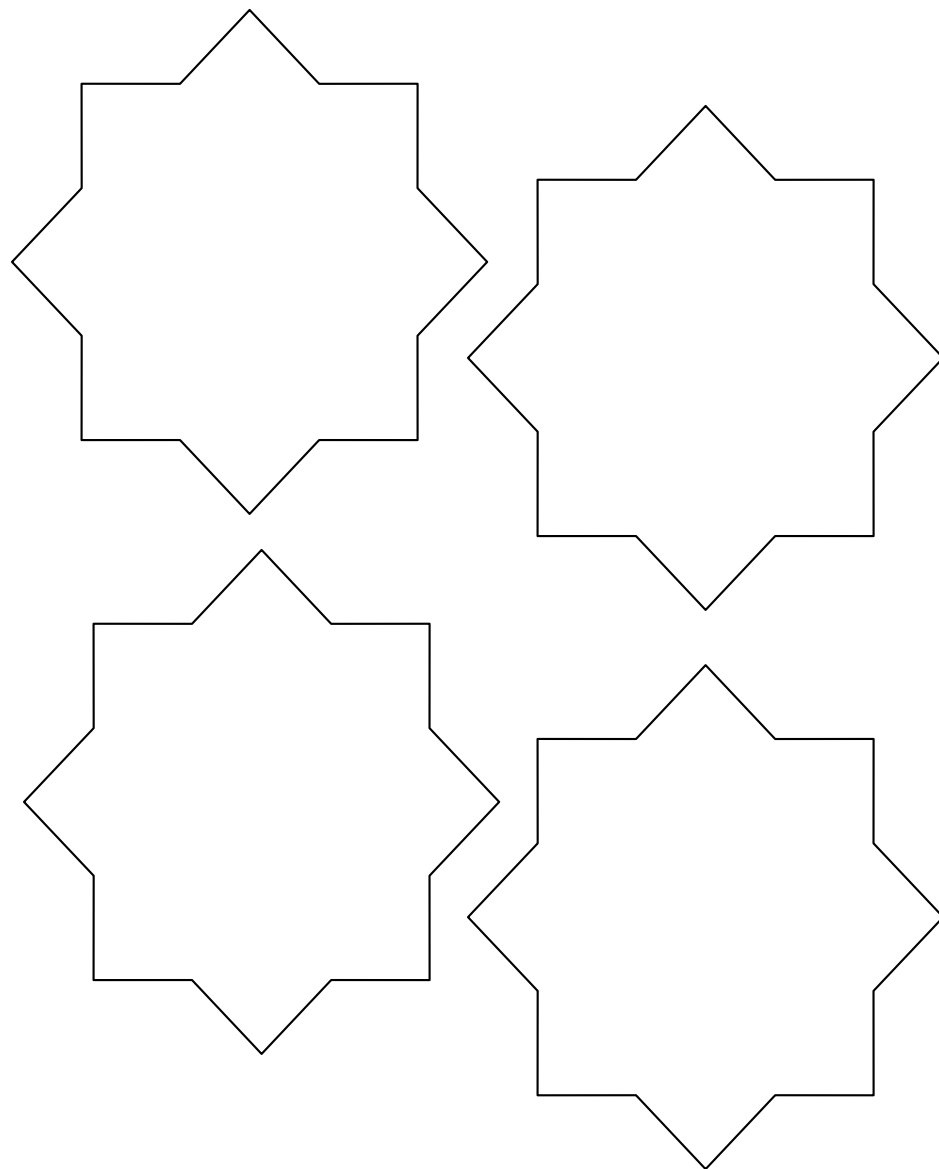
BRAINSTORM



TRAPPING

Why do First Nation people trap?

Write your reasons in the shapes.



Reliving & Making History Trapping Muskrats

Every day you will be setting and checking traps. If a muskrat is caught then special care and respect is needed with skinning, stretching, drying and eating the muskrat.

With a partner fill in two important points about planning a trip and muskrat trapping under each category title.

Planning a trip. What do you take on a trip?

Traveling on the land. What should you pay attention to?

Setting up a camp. What should you remember to do?

Life of an animal.

What should you know about a muskrat lifecycle?

Last Day! Trading Day!!

Explain your trade(s). How much did you have to trade for to get the items you wanted?

Do you think the trade was fair? Why or why not?

Do you think people should use money or trade more in the future? Why or why?

Last Day! Trading Day!!

You are going to trade at the Trading Post. Make sure the deal is fair and you are getting what you and your family need to survive.

Your Name: _____

How many furs do you have?

Muskrat: _____

Beaver: _____

Marten: _____

What items are in the store?

Think: what does your family need the most?

Go make your trade!

Reliving & Making History Trapping Muskrats

Trapping an animal. What is the process?

Taking care of a trapped animal. What do you do?

Eating an animal. How should the meat be prepared?

Packing up to go home. What work needs to be done?

MUSKRAT TRAPPING

Retelling a Story from the Past

- 1) Listen to a story about muskrat trapping from the past OR read one of the stories from pages 97 to 107 in *People of the Lakes*.
- 2) Fill in the information below.
- 3) Use this information to write and draw a cartoon retelling the story on the following pages.
- 4) Cartoons will be used in the Camp Magazine.

SETTING

CHARACTERS

CONFLICT

PLOT (list of events)

-
-
-
-
-

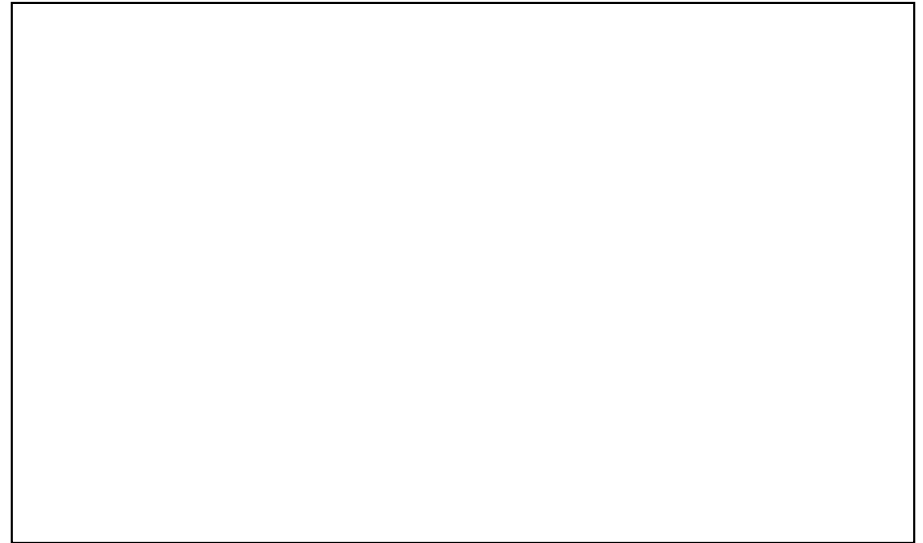
Climax of the story. (What was the main event? Or turning point?)

What was the theme or moral of the story? (What is the story trying to teach you?)

Digging Into Your Knowledge & History....

Do you know what a trade is?

If you do draw a picture of someone trading below. If you don't ask someone to explain it to you then draw someone trading.



What have you traded in your life?

Where else do people trade? What do they trade?

Look back to the advertisement on page 49.

What does it mean to be a healthy kid?

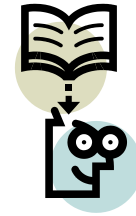
What does it mean to have a healthy future?

5. Set a HEALTH Goal: Write down one or more goals on how to make yourself healthier.

How are you going to meet this goal?

6. How is this goal going to help you have a healthier future?

***Set a goal. Meet your goal...set another goal.
Work hard. Be strong. Be healthy.***



Retelling the Story: 1st Draft

Using the following cartoon blocks to retell the muskrat story.

Ways to make your writing ROCK:
Use Local Language
Thoughts & Feelings
Humour
Details—Drawing & Writing
Introduction & Ending
TRY IT!!

Capture the reader's interest with a cool title!!

Title: _____

Storyteller: _____ Retold by: _____

	Year:	
	Setting:	

Editing tips

- check your capital letters
- check your spelling & grammar
- are your pictures and writing clear?

Finished your first draft! Great work!

Before you start your final draft let's do the following....

- ☐ have a peer (friend or classmate) edit your cartoon
- ☐ have an adult edit your cartoon
- ☐ check to make sure there are no spelling or grammatical errors
- ☐ did you follow the ways to make your writing ROCK?

Ask for a cartoon sheet for your final copy.

Physical Activity Reflection Questions:

1. What was the longest stretch of physical activity in a day?

2. What day(s) did you do many different physical activities?

3. What was your favorite game or sport? Why?

4. Examine the health advertisement below.



Micomb County, MI

What are the kids doing in the advertisement?

What makes these kids healthy?

Physical Activity Log

Day	Physical Activities	Time (min)
1		
2		
3		
4		
5		
6		
Total TIME		

Who were Ch'eeghwalti', Shahnuuti' and Shahvyah?

VGG Cultural Geography Project
Educational Materials Development 2005-2006

As a group read Sarah Abel's, Stanley Njootli's and Mary Kassi's stories on the three brothers: Ch'eeghwalti', Shahnuuti' and Shahvyah.

Activities:

1) On your map locate:

- ☐ Circle, Alaska
- ☐ Driftwood River, Yukon
- ☐ Van Tat Gwatsal
- ☐ Fort Yukon, Alaska
- ☐ Eagle, Alaska
- ☐ Diniizhoo (Game Mountain Or Potato Hill)

2) Why were leaders like Ch'eeghwalti', Shahnuuti' and Shahvyah important?

3) Color the pictures of Shahvyah and Shahnuuti'.

Beavers & Muskrats *A Trapping Game!*

By J. McCrie

The person who earns the most money wins the game!

2 to 4 players

Materials

- ❑ 6 dice (all one color) - “muskrats”
- ❑ 3 dice (all one color) - “beavers”
- ❑ Situation & Consequences Cards
 - 15—20 cards for 2 players
 - 20—30 cards for 3 players
 - 30—40 cards for 4 players

How to Play

- 1) Determine who goes first, second, etc.
- 2) Cards are left face down.
- 3) Each player shakes all the dice then turns up a card.
- 4) The player records their score based on the information on the card and the dice. Use the scorecard on the next page.
- 5) The next player takes their turn.
- 6) Repeat turns until all the cards run out.
- 7) Follow the calculations at the bottom of the page to determine the amount of money earned.
- 8) Who earned the most money?

POLE PUSH

The incredible journeys of the Dene are both extraordinary and difficult to comprehend for many people today. Often Dene would travel in their birch bark canoes hundreds of miles to the Barrenlands to hunt caribou, set traps or to visit family. In order to travel on these canoe trips there were many portages where the canoe would have to be emptied of gear and carried sometimes up to 15 or 20 kilometers to the next river and then they would have to return back for their gear. These journeys required strength, endurance, persistence and an innate sense of direction. In order to maintain their astonishing abilities these grueling canoe trips, some Dene would practice the Pole Push. The Pole Push is similar to the tug-of-war game, but participants are using a 20 foot pole to try and push each other out of the circle.

STICK PULL

The Stick Pull game was used to help strengthen the hands and wrist of the Dene and prepare them for the fishing season. Often large fish swam along the shores and rivers enabling the Dene easy access. They would simply reach down and grab the fish near the middle of its back and throw it up on the land or shoreline. Though it may sound easy, the ability to grab a heavy whitefish or an aggressive Pike out of the water and toss it up on the shore required quickness, eye-hand coordination and incredible wrist and finger strength. Fish are often very slippery to hold and being able to grab a heavy fish out of the water is very difficult. So in order to remain strong and able Dene men would challenge each other in a stick pull.

SNOWSNAKE

The Snowsnake game was used as a tool for killing caribou during the times when there were no guns. Dene people were intelligent and gifted hunters during a time when killing or not killing a caribou could mean survival or death. Often in the early morning caribou would be found lying on the snow covered lakes. It was during this time that the Dene hunters would sneak out onto the lakes, hidden in the early morning darkness and throw their spear-like tool through the snow and into the caribou's stomach. This required incredible skill, not only to kill the animal but to be able to throw the spear with such amazing accuracy. In order to accomplish this feat time and time again, Dene hunters would practice their throwing techniques with the spear or as it is called today the Snowsnake.

Source: denegames.ca

DENE GAMES

Game	Like It?	Skill I'm Good At	Skill to Improve
Finger Pull	Yes No		
Pole Push	Yes No		
Stick Pull	Yes No		
Snowsnake	Yes No		

The History Behind the Games....

FINGER PULL

The Finger Pull game was used to help strengthen the fingers of the Dene and prepare them for the fishing season. The ability to catch and provide fish to Dene families and their dogs was very important in Dene culture. Often "stick fish" would be the main diet for many Dene families until the fall caribou hunts. Often fish were very large during the days of living in the bush and fish would have to be carried from the shore back to camp where the women would clean and prepare the fish. Fish would often be carried by inserting the middle finger into the gill area of the fish and carrying it. This required a lot of strength. In order to maintain their strength the Finger Pull game would be played.

A Trapping Game!

SCORECARD

Muskrats	Beavers

TOTAL MUSKRATS _____ × \$10/muskrat = _____

TOTAL BEAVERS _____ × \$50/beaver = _____

Total money earned: _____

The winner is _____!!

Trapping & Mapping



1) Is this group of people in danger? Why or why not?

2) What are the safety reasons for “learning the land”, being able to read a map or compass or GPS (global positioning system)?

At which community events do you see fiddle players or drum players perform?

Draw a picture of your favorite traditional dance. Make sure everyone is wearing their favorite traditional clothing!

History Of The Fiddle Or Drum

Guest Speaker: _____

5 Facts About Fiddle or Drum History 🎵	
1.	
2.	
3.	
4.	
5.	

Learning About Maps

Using the variety of maps, atlases and resources let's learn about maps!

1. Sort through the variety of maps, atlases and resources. Pick 2.

2. What are the TITLES of each of the maps?

Map #1 - _____

Map #2 - _____

3. What information does the LEGEND give you in each of the maps?

4. What is a MAP SCALE?

<u>Map #1</u>	<u>Map #2</u>

5. What are the SCALES on each of the maps?

Map #1 -

Map #2 -

6. What interesting facts does each of the maps tell you?

Map #1:

Map #2:

7. Why is the NORTH arrow one of the most important symbols on the map? _____

Trapping & Location Traditional Knowledge (TK)

How do I get home?



Caleb is lost outside of his community! In the lines below think of different ways Caleb can find his community or how people can find Caleb.

Listen and record the ways the First Nation people did not get lost out on the trap line, hunting or traveling across the land.

GUEST SPEAKER NAME: _____

What Needs to Get Done?

How boxes list seasons that need to get a family fed, warm, sheltered, and happy.

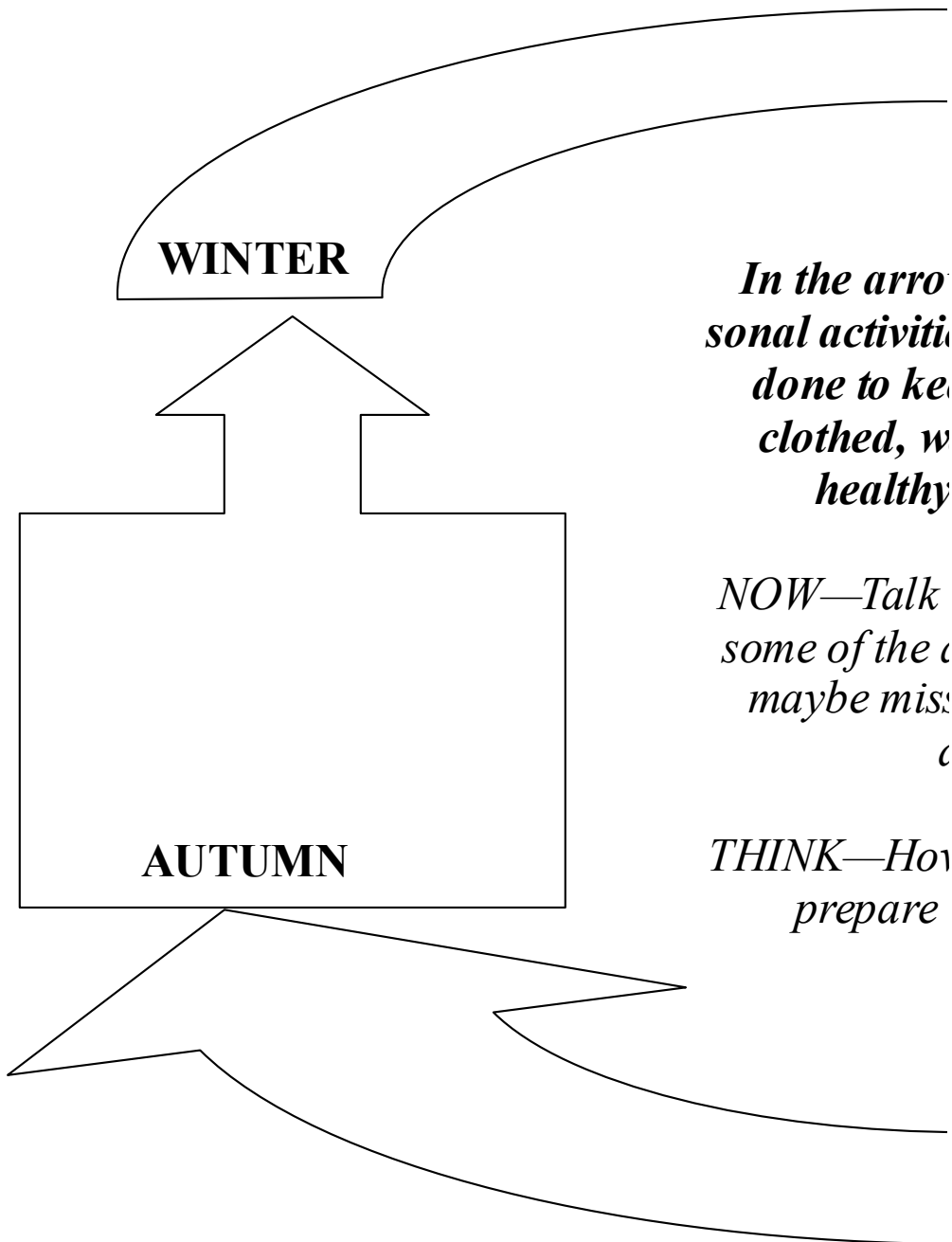
Ask an Elder about activities that you sing. Write them down.

What are you going to do in the future?

SPRING

SUMMER

Seasonal Activities Wh



GUEST SPEAKER LOCATION NOTES:

TOP T.K. Tip Today (TTKTT) was....

Where Are You Living?

How many 10 x 12 ft tents?

How many 16 x 20 ft tents?

How many bathrooms?

What direction is your set your tent?

Which way is the stovepipe pointed?

What other details are there? List them all:
woodpiles, skidoos, trees, tables, fire pit and more!

GPS GUEST PRESENTATION

A guest speaker is going to teach you:

- how to determine your latitude & longitude location
- how to create and follow a mapped route on the GPS
- how to create and find waypoints

Guest Speaker Name: _____

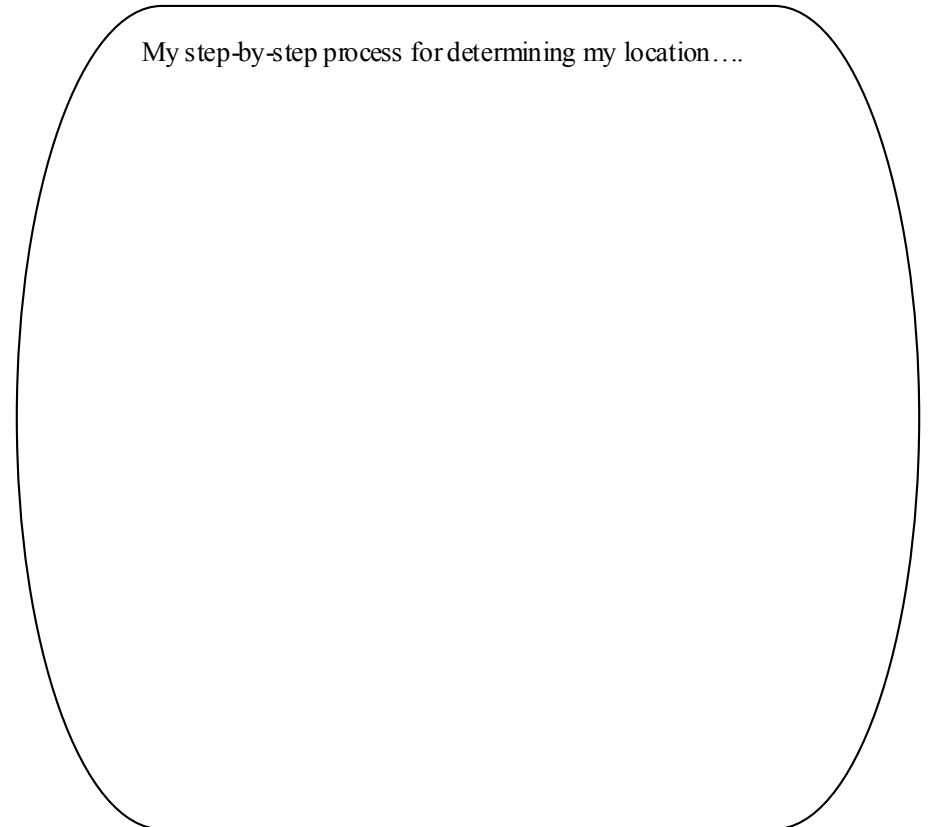
Determining Latitude & Longitude

First: You are going to listen and practice with the guest speaker.

Second: You are going to write down the steps below.

Third: You are going to practice, practice & practice...and if you get stuck you'll use your notes below....

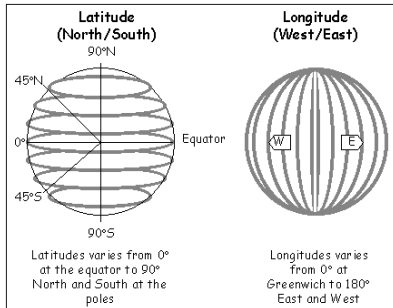
My step-by-step process for determining my location....



Trapping & Mapping

GPS: Global Positioning System

You need to know....



Source: geovista.psu.edu



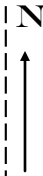
GPS uses satellite signals to determine the location of a person or place.

Your location will be given in a latitude and longitude position.

Using an atlas determine the approximate latitude and longitude locations for the following places...remember your units!

- 1) Your Community _____
- 2) Whitehorse _____
- 3) Fort Yukon _____
- 4) Fort McPherson _____
- 5) Edmonton _____
- 6) Toronto _____
- 7) Mexico City _____
- 8) Tokyo _____

HOME BASE CULTURE CAMP



- 1) Using a compass figure out North.
- 2) Sketch out camp including number of tents, trees, woodpiles and other details.
- 3) Make sure the map is accurate and facing the proper direction.

HOW DID WE GET TO CULTURE CAMP?

1) Examine the map for the community and area. Can you trace, with your pencil, how we got to camp? Check with a traditional teacher.

2) **Sketch** the community, the trail, surrounding land features (lakes, creeks, river, etc.) and the camp - on the next page!

3) Label **10** land features in **the local language and/or English**.

4) Answer the following questions:

a) How far is it from the community to Culture Camp?

b) How did you figure this distance out?

c) What are other methods for determining distance between two locations?

d) Why is important to know how far you are traveling?

AREA SKETCH

