

*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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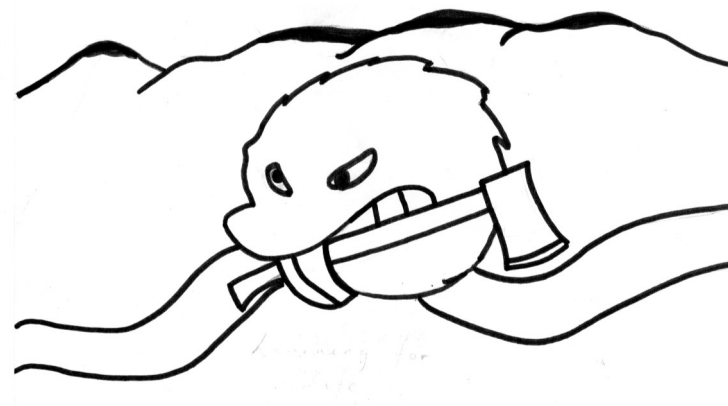
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Thanks to:  
Frances Ross, International Polar Year Researcher  
Clifton, Logo & Motto

# Traditions & Science

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

## *Learning for Life*



## 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
7 a.m.					
8 a.m.					
9 a.m.					
10 a.m.					
11 a.m.					
12 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 AND FAMILY!

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

Free Space for  
Writing  
&  
Drawing!



*April dressing warm for checking traps. 2010*

## Section 1: Before & After Camp Activities

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 language.	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 language. 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. Sometimes 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 trapping skills are independent. Watches demo.
Safety	Is not safe at camp.	Sometimes follows safety rules.	Usually follows safety rules.	Always follows safety rules.
Rabbit Snaring	Will not try to snare a rabbit.	Getting started. watched demo carefully but requires 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 Elders, 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 being asked.	Begins chores without being asked. Always helps others.

# CAMP GUIDELINES AND SAFETY

## 1. Be respectful

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

## 2. Be prepared

Bring four 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 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 camp staff, hunters, Elders, teachers or instructors need help.  
Keep the indoor and outdoor areas clear of garbage.

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.

<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 and the pelt does not get damaged.			
How to skin a muskrat.			
How to turn the muskrat pelt flesh side out.			
Know how to stretch and tack down muskrat pelts.			
Know how to repair small holes made when skinning.			
Cut muskrat open along the belly to prepare the muskrat for eating.			
Muskrat Eating - Checking liver for white spots. Don't eat if there are spots.			
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 traces left behind.			

**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.

***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.



*What a blast! 2010*

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

# 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, cutting wood, 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. \_\_\_\_\_  
\_\_\_\_\_

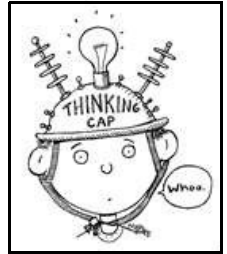
## **POST-CAMP REFLECTION**

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

## ***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.			





*Teryn & Aaron enjoying the ride!  
2010*

## Section 4: Assessment

### 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
Who helped you meet this goal?	
How did they help you meet this goal?	



# PACKING

Here is a list of the things you should bring:

## Clothing

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

## Outdoor clothing

- ☐ Ski pants
- ☐ Ski boots
- ☐ Warm hat
- ☐ Warm mitts



## Bedding

- ☐ Warm blanket
- ☐ Sleeping Bag -30°C
- ☐ Pillow

## 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

## Camp Journal Day 5

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

Today I did these activities (circle):	skiing snowshoeing dog sledding trapping, snaring	collected firewood helped with cooking got water fishing
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?	

## Camp Journal Day 4

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

Today I did these activities (circle):	skiing snowshoeing dog sledding trapping, snaring	collected firewood helped with cooking got water fishing
Today we ate:	Breakfast:  Lunch:  Dinner:	

R E F L E C T I O N	What was something funny that happened today?	
	What was the best thing about today?	
	What is <b>something interesting</b> that you have learned while at camp?	
	Who did you learn this from? _____	

1. Look back at the camp guidelines (on page 6). 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

**(We) CAMP PROMISE**

**Our class promise is:**

**This promise is important because:**

**Consequences for breaking this promise:**

**Camp Journal Day 3**

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

Today I did these activities (circle):	skiing snowshoeing dog sledding trapping, snaring	collected firewood helped with cooking got water fishing
Today we ate:	Breakfast:  Lunch:  Dinner:	

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

## Camp Journal Day 2

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

Today I did these activities (circle):	skiing snowshoeing dog sledding trapping, snaring	collected firewood helped with cooking got water fishing
Today we ate:	Breakfast:  Lunch:  Dinner:	

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 <b>something interesting</b> that you have learned while at camp?	
Who did you learn this from? _____		

## RECORDING HISTORY

### 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 the Culture Camp magazine that we will send out to everyone in your 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 to the computer

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

Free Space for  
Writing  
&  
Drawing!

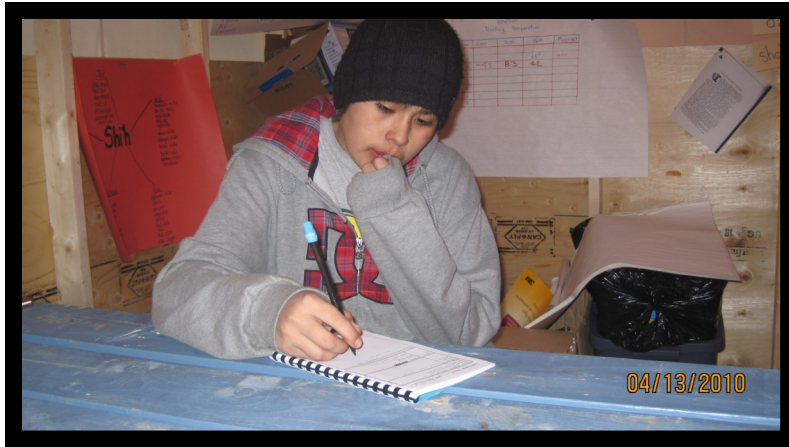
## Camp Journal Day 1

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:  Dinner:	

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 <b>most excited about</b> for Culture Camp?	



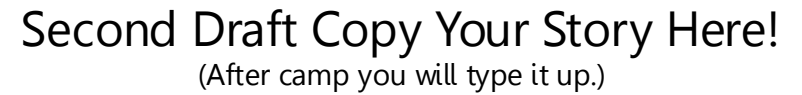
*Clifton reflecting on his camp day. 2010*

## Section 3: Camp Journal



*Trey & Grin trying to dog sled. 2010*

## Section 2: Camp Activities



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

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

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

[illegible]



This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

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

- ☐ Doing a dissection
- ☐ Students working in the classroom tent
- ☐ Students working on their manuals
- ☐ Students using the climate logger

- ☐ Funny photo
- ☐ Group/class photo

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_

☐ \_\_\_\_\_



*Mary Jane, Milissa, Rhiana, April  
& Jane discussing snowshoes.  
2010*

## Chief & Council For a Day!

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

One chief and two counsel members will be chosen every day.

## Learning More About You & Your Class!!

- 1) Which student in your class do you think would make the best Chief? Why?  
Name: \_\_\_\_\_  
Why? \_\_\_\_\_
- 2) Interview a friend. Who did they think would make the best Chief? Why?  
Friend's Choice for Chief: \_\_\_\_\_  
Why? \_\_\_\_\_
- 3) What problems do you think the Chief & Council may have to solve at Culture Camp?
- 4) How can you and your class prevent these problems right now?

# Rough Draft

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

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

# 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**

Record who is the Chief & Counsel every day in the table below.  
Write down what problems they had to solve and what the outcome was.

Solution(s)					
Problem(s)					
Counsel					
Chief					

# Trading Post

When you are at camp - chores need to be done!

List the camp chores that need to be done:

- 1)
- 2)
- 3)
- 4)
- 5)

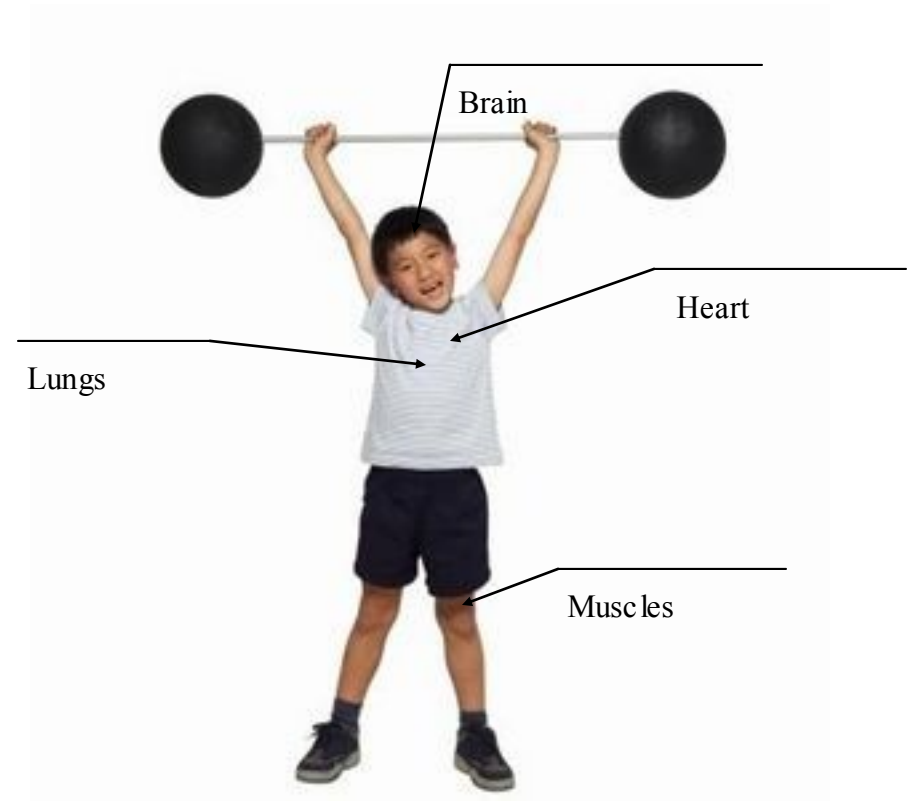
*If you keep a **positive, helpful attitude** you may be rewarded with **furs**!*

*These furs will be used to trade at the end of camp for supplies for you and your family.*

*Camp gear, clothing, food, art supplies, school supplies are examples of some the trading post supplies.*

***EARN as many furs as you can!***

Predict and examine how activity helps these parts of the body.



Read the next page.  
Compare the information to what you wrote.

# Being Active Makes You Healthy!!

Name and draw (below the name) six ways you were active camp!

Activity #1: \_\_\_\_\_ #2: \_\_\_\_\_

Activity #3: \_\_\_\_\_ #4: \_\_\_\_\_

Activity #5: \_\_\_\_\_ #6: \_\_\_\_\_

# Aquatic Studies

English Lake Name: \_\_\_\_\_

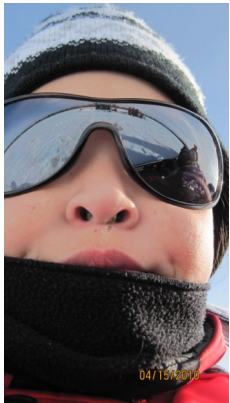
Other Names for the Lake: \_\_\_\_\_

Draw a series of pictures showing the process of getting through the ice to collecting water and lake bottom samples.

1	2
3	4
5	6

## Aquatic Studies

### Digging Through the Sample



What is  
that??

Examine the lake bottom sample....

Draw what you found that was living in the lake bottom sample.

## WEATHER

### Comparison with Past Temperatures

Compare weather information with data from 20 years ago by discussing the temperatures with an Elder.

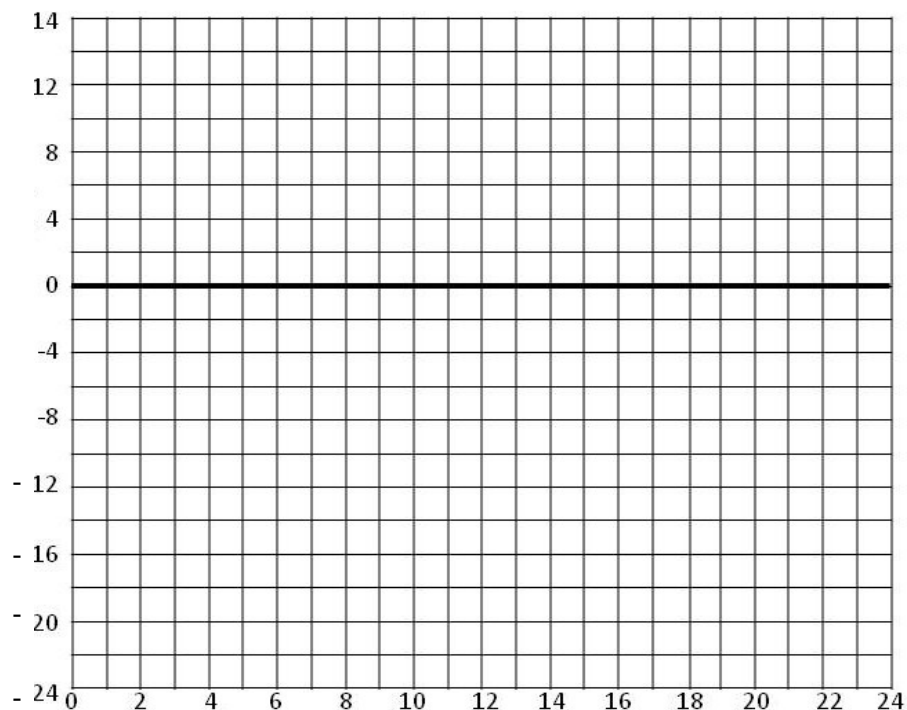
Here are some opening questions:

- 1) Is the weather the same? Warmer? Colder?
  - 2) Are the seasons different now?
  - 3) How do you know?
  - 4) What do you remember?
  - 5) Can you tell me a story of someone or an animal surviving in difficult (cold, rainy, windy, etc.) weather?
  - 6) Your question: \_\_\_\_\_
-

# WEATHER

## Precipitation Bar Graph

Using the data you recorded, **create a precipitation bar graph**. Record the amount of precipitation on the y-axis and time on the x-axis. Make sure the graph includes: title, x-axis and y-axis labels, proper time scale, proper precipitation scale and clear bars.



Draw what you found that was not living in the lake bottom sample.

Have a look at the lake water sample. What do you see?

---



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Draw the water sample. Pay attention to colors and shapes.

Do you think there are “things” in the water that you can’t see? If yes, what would they be?

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# Introduction to Dissection Tools And Microscopes

Once the muskrat has been skinned and the skin has been stretched, you can now prepare for dissection.

What is a dissection? A dissection is an organized, careful process of separating tissue in order to study tissue, organs, organ systems, cells, bones, etc.

## Dissecting Tools

### Scalpel



### Needles, Probes & Picks



### Pins



### Scissors



*ALWAYS treat animals with  
respect.*

*No laughing, playing or being  
mean to animals that are alive or  
not alive.*

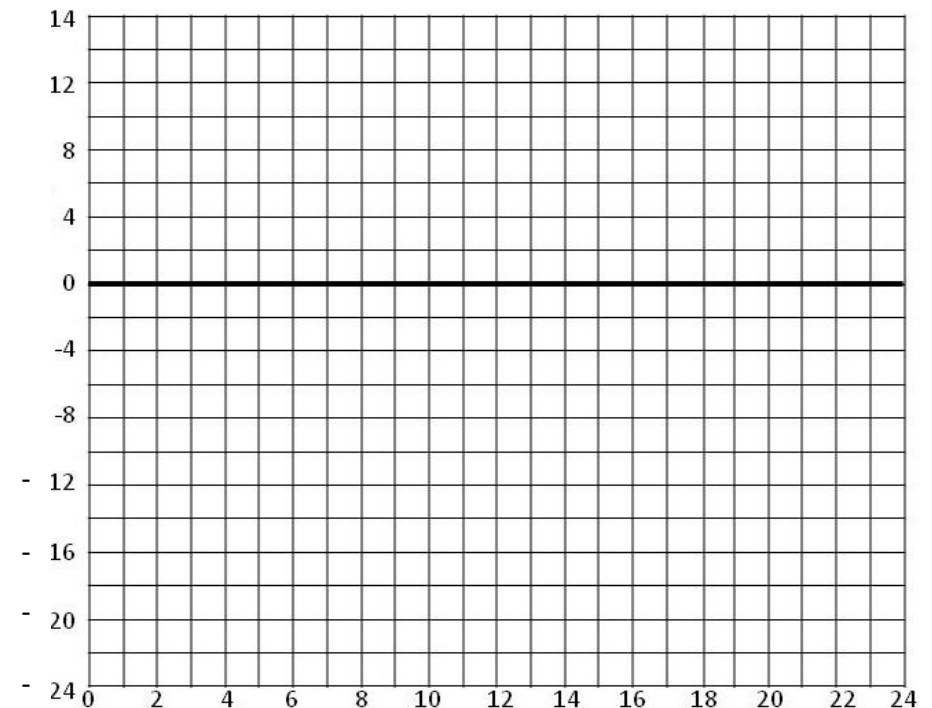
***RESPECT ALWAYS***

# WEATHER

## Temperature Line Graph

Using the data you recorded, **create a temperature line graph** with temperature on the y-axis and time on the x-axis. Make sure the graph includes: title, x-axis and y-axis labels, proper time scale, proper temperature scale and clear lines.

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







# WEATHER



## Tracking Wind Speed and Precipitation

See poster 2: What day had the strongest wind?

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

Speed: \_\_\_\_\_

See poster 3: What was the amount of precipitation (rain or snow) each day?

Day	Amount of precipitation (cm)
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	

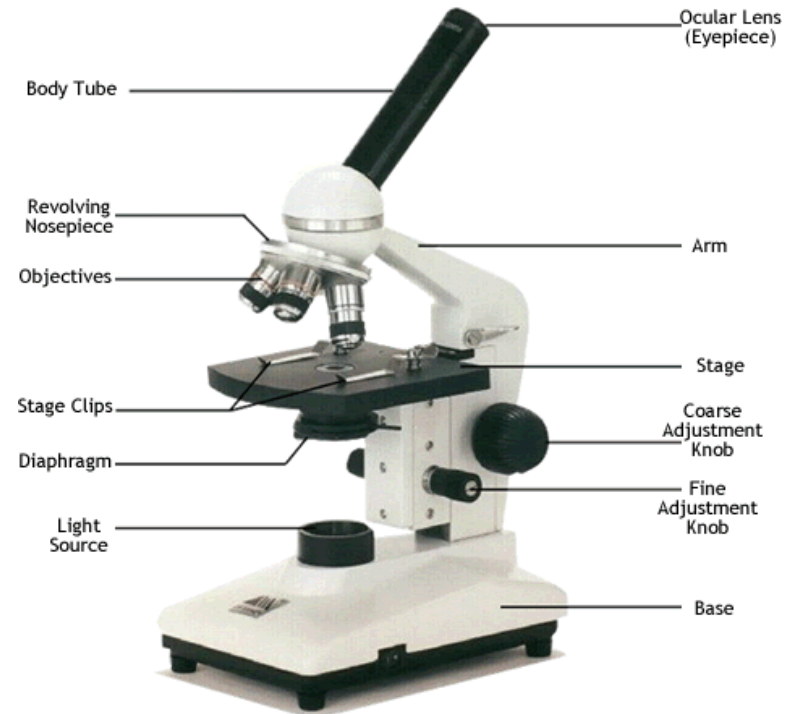
## Tweezers



## Dissecting Tray



## Microscope Parts



Source: Microscope Help

## Microscope Slides



## Microscope Cover Slips



# RABBIT SNARING

## Dissection and Identifying Systems

Here are some of the main systems and parts that we will identify in the local language and English.

### Circulatory System

- ☐ heart
- ☐ major blood vessels

### Respiratory System

- ☐ lungs
- ☐ trachea
- ☐ bronchi
- ☐ pulmonary arteries
- ☐ pulmonary veins

### Skeletal System

- ☐ bones
- ☐ skull

### Muscular System

- ☐ major muscle groups

### Digestive System

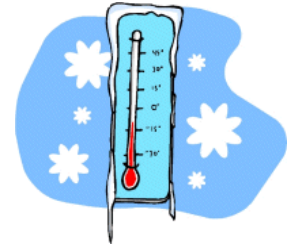
- ☐ mouth
- ☐ teeth
- ☐ esophagus
- ☐ stomach
- ☐ pancreas
- ☐ small intestine
- ☐ large intestine
- ☐ rectum
- ☐ anus

### Nervous System

- ☐ brain
- ☐ spinal cord
- ☐ nerves

# WEATHER

## Tracking Temperature



Find the poster in the classroom tent that shows the temperatures at 6 hour intervals. This chart was started by the senior class and now you can complete it for the junior class.

**Poster 1: Temperatures at 6 Hour Intervals**

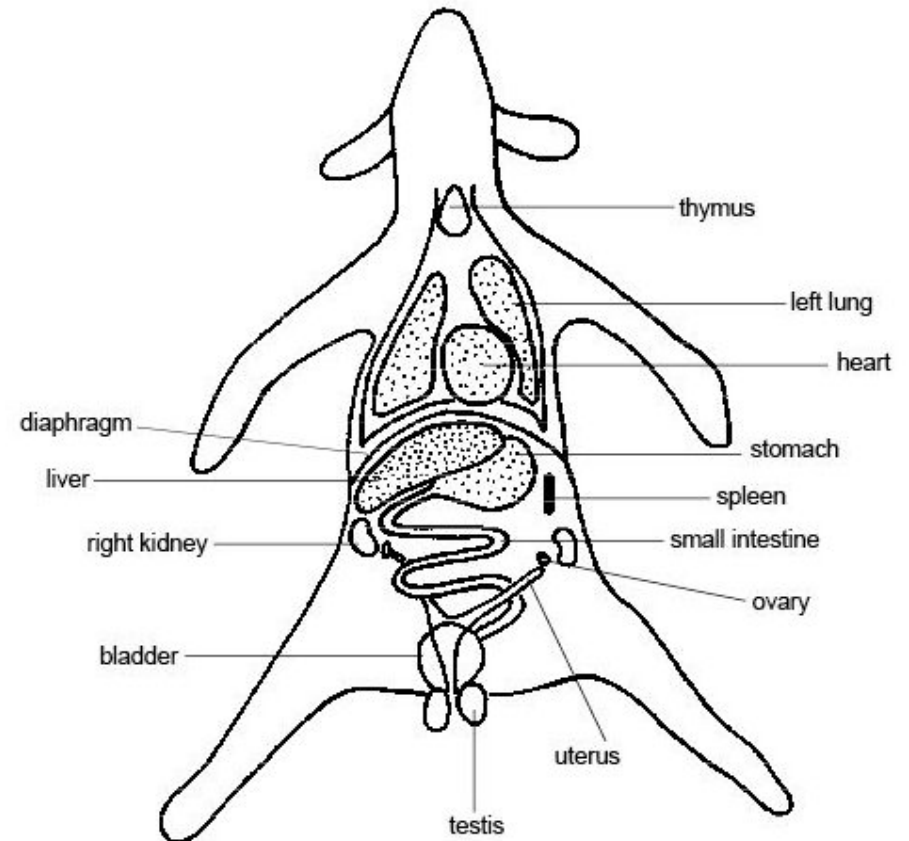
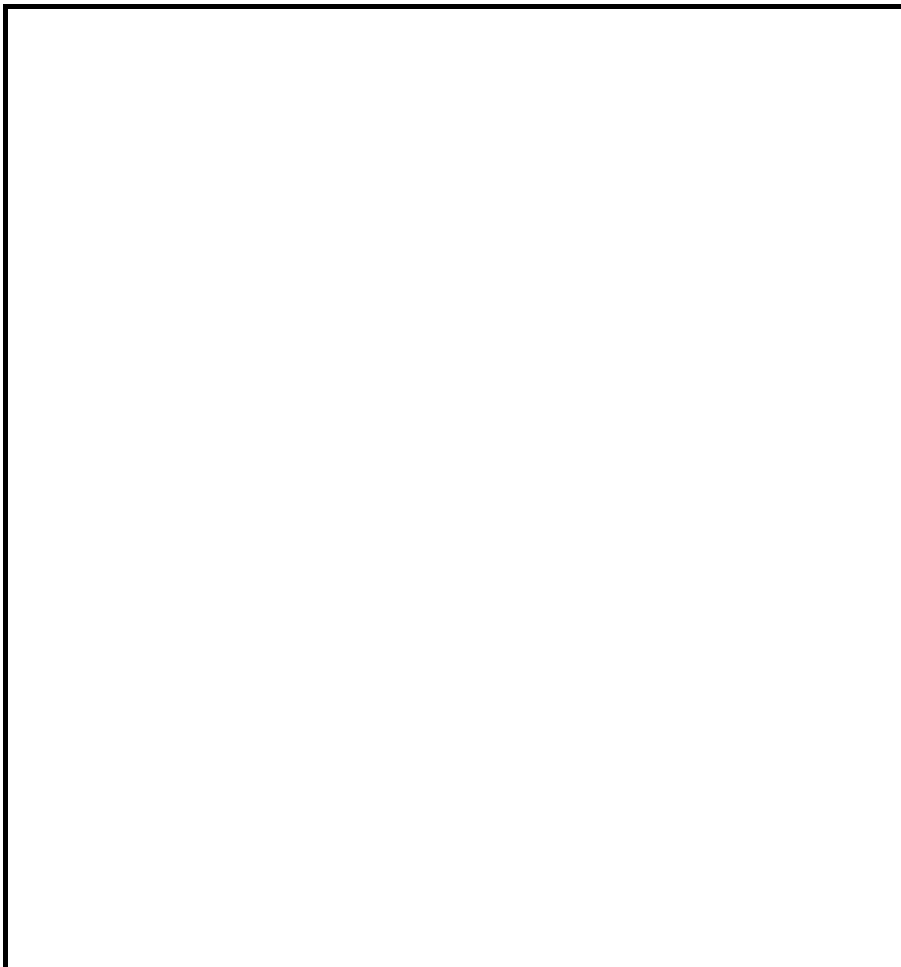
Day	6 a.m.	Noon	6 p.m.	Midnight
1				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
12				

# MUSKRAT TRAPPING

## Sketching a Body System

Choose a body system: \_\_\_\_\_

Using the dissection as a guide, **sketch that body system** below. Make sure you **label the main organs** in the local language and English.



Open the rabbit's stomach, what did you find in the stomach?

---

---

Have a look at the rabbit's teeth. Draw them below.

Why are the teeth shaped this way?

---

---

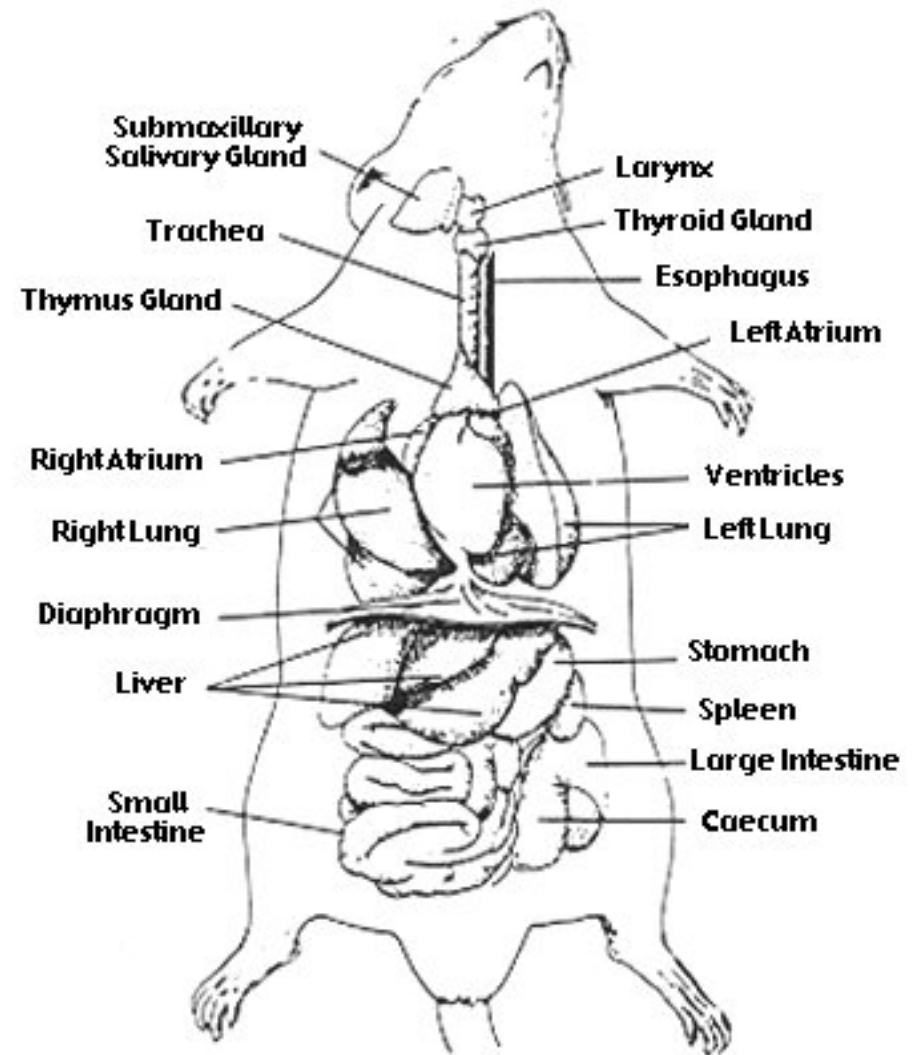
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# RABBIT SNARING

## Role of Organs

Look at the list of organs on the previous page. Pick three organs that we looked at, either during the dissection or under the microscope. Explain the role of these organs.

Organ	What does this organ do?



As you were dissecting the muskrat, were there any parts that looked unusual? Why? \_\_\_\_\_

---



---



---

Open the rabbit's stomach, what did you find in the stomach? \_\_\_\_\_

---



---

# MUSKRAT TRAPPING

## Dissection and Identifying Systems

Here are some of the main systems and parts that we will identify in the local language and English.

### Circulatory System

- ☐ heart
- ☐ major blood vessels

### Respiratory System

- ☐ lungs
- ☐ trachea
- ☐ bronchi
- ☐ pulmonary arteries
- ☐ pulmonary veins

### Skeletal System

- ☐ bones
- ☐ skull

### Muscular System

- ☐ major muscle groups

### Digestive System

- ☐ mouth
- ☐ teeth
- ☐ esophagus
- ☐ stomach
- ☐ pancreas
- ☐ small intestine
- ☐ large intestine
- ☐ rectum
- ☐ anus

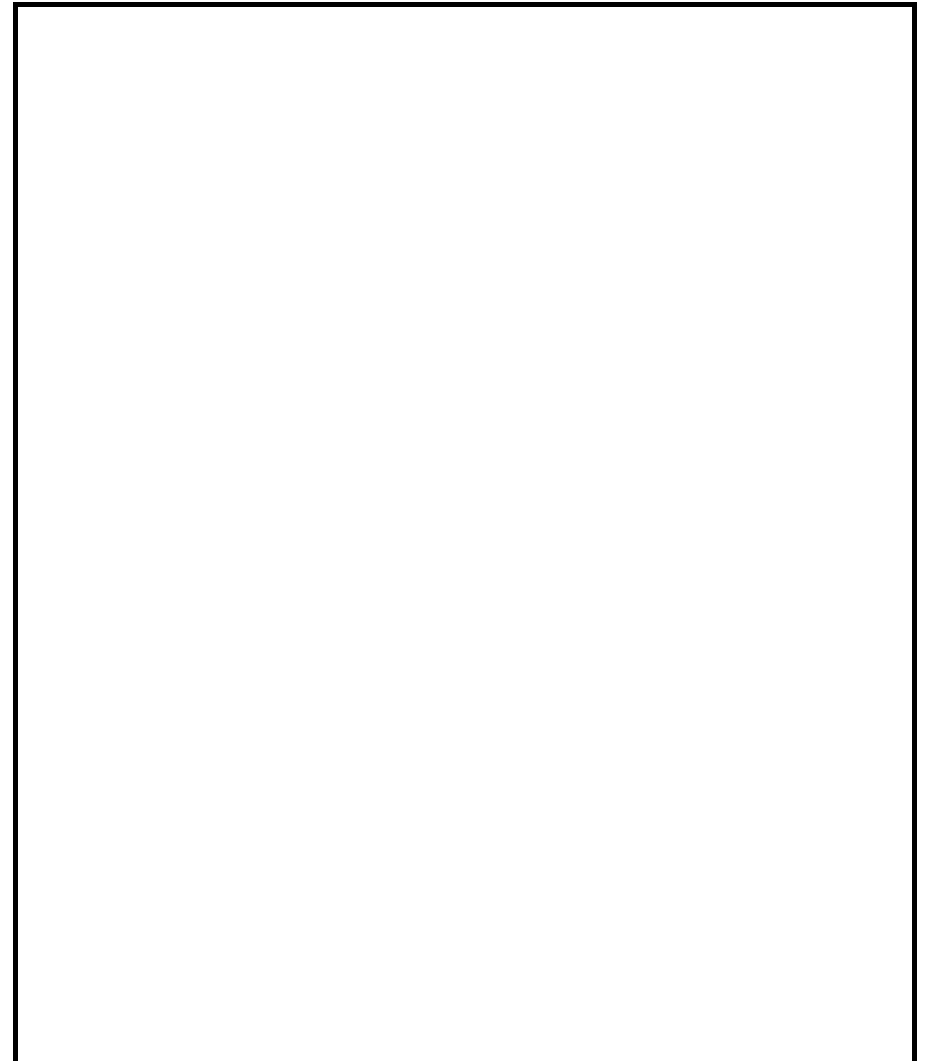
### Nervous System

- ☐ brain
- ☐ spinal cord
- ☐ nerves

# RABBIT SNARING

## Food Chains

Food chains show us how all the plants and animals (including humans) are connected. It also shows us how animals get their energy. **Draw a food chain below:**



# MUSKRAT TRAPPING

## Tally Chart and Bar Graph

Each day you will update the muskrat trapping bar graph by using the data from the muskrat trapping tally chart that is hanging in the classroom tent.

Using a ruler, draw a the tally chart into your guidebook.

# MUSKRAT TRAPPING

## Trapping Trends

You now have both a tally chart and a bar graph showing how many muskrats were caught each day.

1. We are going to describe the overall **trend** of the data. What is a trend?
2. What was the **maximum** number of muskrats caught on one day? What day was that?
3. What was the **minimum** number of muskrats caught on one day? What day was that?
4. What was the trend of the data during the senior camp?
5. What was the trend of the data during the junior camp?