

Lesson An Elder's Tale

Purpose

The purpose of this lesson is for the students to learn about moose hunting from an Elder's perspective. What of the five human senses were used to hunt.

Engagement

- Students will be able to engage with an Elder.
- They will listen to the stories of past hunting practices.

Materials

- Complete Elder check list. See Appendix.

Elaboration

| First Nation Language | Translation |
|---|---------------------------------|
| Yē kā ejedenyâ? (Kaska) | What are you going hunting for? |
| Kedā kā ejedesyáh. (Kaska) | I am going hunting for moose. |
| Note: Use local First Nation Language; ask school language teacher or look on local First Nation website. | |

Teacher Action / Student Action

| Time | Instruction |
|---------|---|
| 20 mins | <ul style="list-style-type: none">○ It is essential to have all points completed in the Elder check list before Elder visits the classroom.○ Have a space on the floor for students to sit in a circle in the classroom.<ul style="list-style-type: none">▪ Adaptation would be if weather permits head to an area outside that will be suitable for sitting and listening to Elder.○ Have everyone introduce themselves. (Make sure students speak loudly).○ Lead the Elder to the topic of hunting and the practices that were use as far back as he/she can discuss.<ul style="list-style-type: none">▪ How did they travel?▪ Did they stay out in camps or cabins?▪ What sort of tools did they use?▪ What sort of tracking skills did they use?<ul style="list-style-type: none">◆ Make sure this is tied into the five senses.▪ Was it more difficult to hunt moose back then?▪ What parts of the moose were harvested? |

10
mins

- Allow students time to ask respectful questions.
- Make sure the class thanks the Elder for their insights.
- When Elder is finished speaking have the students imagine they are either hunters or moose.
- The students will write a journal entry approximately a paragraph in length about the senses they would need to use either to kill a moose or escape from the hunter.
- Criteria for journal is to use some of the ideas that the Elder spoke of.

Assessment

This exercise will help determine which students are good at remembering details in a short time. Take notes on short term memory assessment. Can students imagine themselves in a different time? Are the students able to relate the past hunting practices to the sensory system? If some students are having difficulty seeing the interaction try focus on how to adapt the lesson for them. Reteach if necessary.



Resources

B.C. New Curriculum. (2018). Province of British Columbia. Retrieved from:
<https://curriculum.gov.bc.ca/>

Dr. Johnson, A., and Woods, L. (2017). PLANTS & CONNECTION TO PLACE
CROSS-CURRICULAR UNIT Grade 8. Department of Education. Working with Elders: A
Checklist. p. 32. Yukon. Retrieved from:
http://ss.yukonschools.ca/uploads/4/5/5/0/45508033/e1_integratedunit_plants_98231_proof3.pdf

Talking Dictionary. (2013). Kaska Talking Dictionary Project, 2013–2017. Dāne
Government of Canada ts'ih lāt'ā. Retrieved from:
<http://kaska.anso.ubc.ca/~kaskadict/kaska.html>

APPENDIX

Working with Elders: A Checklist

Working with Elders: A Checklist

Elders are highly revered and respected people; they are community mentors who provide invaluable support and guidance. In Yukon First Nation cultures, Elders play an essential role in the education of children. They pass on traditional teachings and values through their stories and are considered community role models. It is important to make effective use of local expertise whenever local cultural knowledge is being addressed in the curriculum.

When an Elder, or anybody else, speaks to your students, it is important to follow community protocol. In most communities it would be appropriate to respect Elders and knowledgeable people in the following ways:

- ☐ Contact your Community Education Liason Coordinator, Education Support Worker or Education Outreach Coordinator for support and additional knowledge on community protocols;
- ☐ Contact the Elder you wish to invite to your classroom in person;
- ☐ Allow the Elder some time to think about the offer, do not expect an answer immediately;
- ☐ If the Elder agrees, arrange a time to meet in person to explain what the topic is, and work with the Elder to find out what they want to teach and develop the plan together;
- ☐ Help your students generate questions pertaining to the topic ahead of time for the Elder;
- ☐ Call the Elder the day before to confirm;
- ☐ Arrange for a helper;
- ☐ Make sure there is transportation for the Elder;
- ☐ Open up the environment so the Elder can move freely;
- ☐ Put desks and chairs in a circle with the Elder in a comfortable chair;
- ☐ Help the Elder to sit comfortably;
- ☐ Offer tea and refreshments;
- ☐ Help your students greet the Elder respectfully and if possible in his or her language;
- ☐ Wait for the Elder to speak;
- ☐ Arrange for the honorarium to be ready when the Elder or other community members come to work with your students (honoraria are available through Cultural Inclusion funds);
- ☐ Consider ways to present all traditional stories, songs and dances in the most dynamic way possible;
- ☐ Meet the Elder in an environment outside the classroom, such as cultural camps, local cultural centres, the local community hall or homes;
- ☐ Present the Elder with a gift as a thank you. For example a card made by the students, food items or a small handmade gift.

