Activation Activity #1

**Overview**

This year, we will continue to build on deepening our thinking throughout the year.  We will explore diverse perspectives and how our perspectives inform our beliefs and way of life.

Our activation activities will focus on animals as we all love animals! Specifically, we will explore the different views and roles of animals in various times and places.

For Activation Activity 1, we will provide some sample resources to explore the role of animals in historical Indigenous cultures from Canada, compared with your own perspectives.

Our beliefs guide our feelings about the role, importance, and use of animals.  For example, the role of cows is very different in a place such as India, where in many places the cow is viewed as sacred and is not slaughtered. Compare this to the perspective of many people in Canada that cows are a source of food and clothing.  Again, in Canada, many believe that dogs and cats are pets or companions so we treat them in a certain way; contrast this with how we treat cows. For historical Canadian Indigenous groups, animals and their unique traits are central to the culture, belief systems, personal and family identity, and way of life.

By the end of Activation Activity #1, we would like to have a better understanding of how historical Indigenous people viewed animals, and how this view affected their use of animals. We would like to compare and contrast this view with our own personal/cultural view of animals and how our view affects the way we use animals today.

**Notes:**

* **This is a co-learning activity** so please work with your child(ren) on all aspects of the project; explore information, read and listen together, and have family discussions
* As well as providing Main resources, we are providing Supplemental digital resources on our website; feel free to dig further into the various areas
* You are welcome to find and use other resources and story books if you find them valuable; for example, instead of listening to a digital story online, you may choose to substitute reading an actual book
* Strive to move up Bloom’s Taxonomy (on Our Theme for the Year document)

**Instructions**

**Links:** [Materials and Resources](https://humepark.ca/students/student-work/) (humepark.ca/students/student-work)

**Introduction**

1. Access the Introduction materials using the above Materials and Resources link or copying and pasting the above web address
   1. Primary (Kindergarten to Grade 3)
      1. Watch and discuss the Salmon video
   2. Intermediate (Grades 4 to 8)
      1. Watch and discuss the Salmon video
      2. Read and discuss the two articles in the Overview
2. As a family, discuss the materials
   1. Below are some sample areas to explore – keep In mind the age(s) of your child(ren)
      1. Were there things you already knew? Didn’t know? Do you have questions about the information? Does it seem accurate? How do you know? How did you feel about the video? What do you know about salmon?

**Traits**

1. Access the Traits materials (use above link or web address in the Links section)
   1. Primary
      1. Listen to and discuss “Sometimes I Feel Like a Fox”
      2. Look at and discuss “Northwest Coast Animal Symbols and Kwakwala” (note that there is a powerpoint that includes sounds but there is a pdf of the same material if you are having trouble with the powerpoint)
   2. Intermediate
      1. Listen to and discuss “Six Cedar Trees”
      2. Look at and discuss “Aboriginal Animal Traits”
      3. Grades 6-8: Choose *at least one* Supplemental Traits resource (or your own resource) to view and record information in Supplemental Resources section of the table for Activation Activity #1
2. All ages: complete the Traits section of the table for Activation Activity #1

**Stories**

1. Access the Stories materials (use above link or web address in the Links section)
   1. Primary
      1. Listen to and discuss “How the Raven Stole the Sun”
   2. Intermediate
      1. Listen to and discuss “How the Raven Stole the Sun”
      2. Listen to and discuss “The Salmon Boy”
      3. Grades 6-8: Choose *at least one* Supplemental Stories resource (or your own resource) to view and record information in Supplemental Resources section of the table for Activation Activity #1
2. All ages: complete the Stories section of the table for Activation Activity #1

**Uses**

1. Access the Uses materials (use above link or web address in the Links section)
   1. Primary
      1. Look at and discuss “How are animals important to people”
   2. Intermediate
      1. Look at and discuss “How are animals important to people”
      2. Look at and discuss “Animal Uses”
      3. Grades 6-8: Choose *at least one* Supplemental Uses resource (or your own resource) to view and record information in Supplemental Resources section of the table for Activation Activity #1
2. All ages: complete the Uses section of the table for Activation Activity #1

**Why is this important?**

1. Think about some part of Activation Activity #1
   1. Examples: reading about stories, learning about animals, considering different perspectives, reading and organizing information, recording information, comparing and contrasting information, discussing information with others, Indigenous viewpoints
2. Our theme for the year is “Why is this important?”. Answer this question and record your statement on the table using the structure “I think \_\_\_\_\_\_\_ is important because \_\_\_\_\_\_\_\_.”
   1. Example: *I think* discussing information with others *is important because* you get different perspectives you may not have thought of and you might be challenged to think of things in another way

Please send your table to your learning consultant by ***Thursday, September 15***. Feel free to add drawings, notes, or other items you would like us to see.