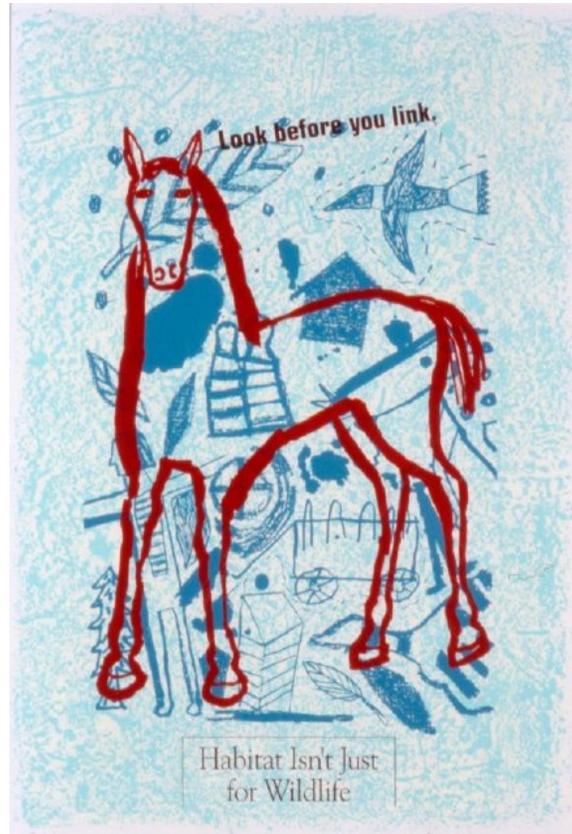


Habitat Isn't Just for Wildlife

Grade Level: K-3



J. Quick to See Smith, *Habitat Isn't Just For Wildlife*, screenprint, 1997. 60"X41"

Integrated Unit: Science- Social Studies- Language Arts

OBJECTIVES: Introduce students to different types of habitats utilizing Jaune-Quick to See Smith's lithograph. Demonstrate how habitat patterns become the basis for maps .

INTRODUCTION: Although the unit *Habitat Isn't Just for Wildlife* is based on Jaune Quick-to See's print by the same name, it is important to note that the Salish are represented because Jaune is Salish. One may substitute any tribe in place of the Salish. If you need reading and resource materials contact the appropriate tribal council www.mtwytlc.com. Every school library should have *Indian Education for All: Connecting Cultures and Classrooms*. If your district's copies are not there see your administrators or contact OPI.

VOCABULARY: For the science related words, place meanings and words on cards have the students illustrate the definitions.

Salish – a Native American tribe that lives in Western Montana. The ancestral home of the Salish was the Bitterroot Valley. The Salish-Kootenai Reservation is located on the southern end of Flathead Lake and northern Missoula County.

Native American - The original inhabitants of North and South America.

Tribe - A group of people who share a common history, language, culture, and customs.

Habitat - The area or type of environment where living things may be found

Wildlife – Animals that live in their natural habitat that are not domesticated or tame.

Domestic animal - Animals that have been tamed. Man uses them as pets, sources of food, clothing, for work, and other things.

Tame animal – gentle and unafraid of man

Wild animal – lives in its natural habitat and has not been tamed by man.

Link – a connection between objects or ideas

PRE-ACTIVITY

Brainstorm the following questions and discuss. Write their responses on a flipchart so that they can come back to them in their writing. What is habitat? What kinds of creatures live in habitats? Are there different types of habitats? What type of a habitat do we live in? What is a tribe? Who are Native Americans? Who are the Salish?

ACTIVITY 1: Active Viewing of Jaune Quick-to-See Smith's *Habitat Isn't Just for Wildlife*.

Note: Student's responses should be charted so that they may use them in their writing and other activities.

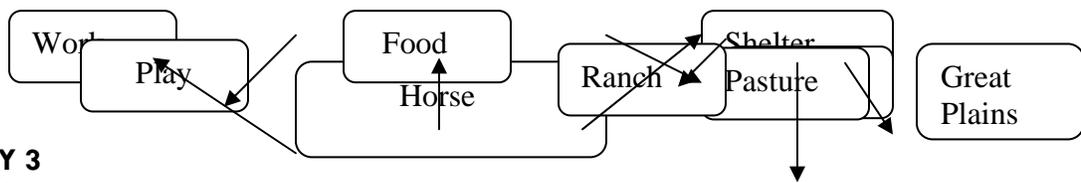
1. What do you see in the print? Make three lists – divide them into plants, animals, and objects. Star the items on the lists that you can find in your neighborhood, on the school grounds, or in your habitat.

2 What does the title mean? Discuss

3. What does the word *link* mean in the caption? Brainstorm different types of *links* place them on a chart that illustrates each idea.

4. What things does the horse need to survive? What shares the horse's habitat? Which items are related to the horse's work? Why is there a Native American man in *Habitat Isn't Just for Wildlife*? What tribe might he belong to? Why?

ACTIVITY 2 : Create attribute webs so that students can visualize the relationships of the different elements in the horse's habitat. What would you add to the horse's habitat? Classify the additions as food, shelter, work, location, and ownership.



ACTIVITY 3

This activity might be done as a team teaching activity with your physical education teacher or bring in a visiting dance teacher.

Objective: Demonstrate how habitat design influences movement throughout the habitat. The movement can be that of the individual living organism or patterns of movement in the habitat.

Materials: Video camera, map of school grounds (enough so that students may work in pairs), markers or crayons, drawing paper

Part 1

Have the students draw a picture of a habitat for an animal of their choosing, or recreate their home, or school habitat. They need to include items that have been listed on the flip chart. The purpose of this step is to have the students center on one specific habitat.

Part 2

Step 1: Discuss how different living things move in a habitat. How do the living things move in Jaune Quick to See's lithograph *Habitat Isn't Just for Wildlife*? Ask the student's why different animals move in different ways? Predator-prey relationships, body structures are all controlling factors.

Step 2: Have students discuss different habitats that they have made pictures of. What kinds of animals live in those habitats? List the animals on a chart. Be sure to include children and adults.

Step 3: Ask the students to demonstrate how the different living things on the chart move.

Step 4: Break students into small groups according to the habitats they have drawn. Groups should have 2 to 4 students. Examples of groups would be school habitat, woods, creek or lake, backyard, playground.

Step 5: Have the students create a dance of the different movements within their habitat. Have the students perform their dance. Video tape their performance.

Some groups may wish to create dances for each of their own drawings depending on the variations in their habitats. Encourage them to combine their habitats into one.

Part 3

Divide class into pairs. Give each pair a map of the playground and school. Have them map the different routes that students take to get from one place to another. Tell them to include the short cuts that they take not the routes that the adults take with the students.

Step 1: Draw the routes in pencil (Take students onto the playground and walk them around the school to do this section of assignment)

Step 2: As a class create a legend for the maps. Examples would be: red for fire drill routes, green for short cuts, blue for adult routes, purple for favorite routes, etc.

Step 3: Have students trace over their routes in different colors of markers or crayons according to the legend the class has created.

(I have used this activity with fifth graders to demonstrate paths throughout the Lolo community. The maps became part of the long-term plan for our community's vision of pathways and sidewalks. This year we will update the maps using GPS technology as a formal part of Missoula County's zoning process.)

ASSESSMENT:

Students should incorporate the fundamental parts of habitat based on information of the flip charts of the pre-activity into their drawings, dances, and maps.

Extended Activity Ideas:

These are ideas based on Gardner's Multiple Intelligence Theory that could also be used with your students.

1. What kinds of sounds would you hear in your habitat? Have the students make the sounds of their habitat and record them. Combine and record the sounds that the students make. Create songs about the habitats. Record their songs
2. Write a story about the horse in *Habitat Isn't Just for Wildlife*. Write a story about your animal and its habitat. Write a story about your home or school habitat.
3. Combine the above activities and create a play about different types of habitats. Have the students find and make the props and settings for their habitats. Videotape the play or invite parents or other classes to view their presentation.
4. Make a collage of your animal or your own habitat with the things that you would find in the habitat.
5. Go out in your neighborhood or on the playground and find things that make up your habitat. Create a picture of a group habitat for the class

Related Readings:

It is important to honor the traditions of the tribe when using traditional literature. For example, Salish coyote stories are told after the first snowfall and end when the snow disappears. If you have a question, feel free to contact any of the cultural committees of the different tribes.

Beaver Steals Fire Johnny Arlee

Buffalo Song Joseph Bruchac

Dog People: Native Dog Stories Joseph Bruchac

How the Chipmunk Got Stripes on His Back, Christina Woodcock. St. Ignatius, Mont. Flathead Cultural Committee, 1978

Pushing Up the Sky: Seven Native American Plays for Children Joseph Bruchac

Salmon Boy: A Legend of the Sechelt People Illus. Charlie Craigan

The Little Duck/ Sikihpsis Beth and Stan Cuthand

Michael J. Caaduto and Joseph Bruchac **Keepers Series**, Fulcrum Publishing: Golden, Colorado 1988-1994.

Keepers of the Animals, Keepers of the Earth, Keepers of Life, and Keepers of the Night

These four books contain enough activities and stories to create an entire year of science units for any K-8 grade level. A Native American Story accompanies each activity.

Susag, Dorothea M. **Roots and Branches: A Resource of Native American Literature**

Another excellent resource, **Roots and Branches** contains themes, lessons, and an extensive bibliography of Native American Literature. It also has an extensive list of resources including the names and addresses of the different tribal councils.

For more readings consult the www.oyate.com. Oyate is an excellent resource for materials related to Indian Education for All.

Contact Information to reach Montana and Wyoming tribal leaders: www.mtwytlc.com

The following **Indian Education for All Essential Understandings** are incorporated or reflected in the above activities:

Essential Understanding 3

The ideologies of Native traditional beliefs and spirituality persist into modern-day life as tribal cultures, traditions, and languages are still practiced by many American Indian people and are incorporated into how tribes govern and manage their affairs. Additionally, each tribe has its own oral histories, which are as valid as written histories. These histories predate the "discovery" of North America.

Essential Understanding 6

History is a story most often related through the subjective experience of the teller. With the inclusion of more and varied voices, histories are being rediscovered and revised. History told from an Indian perspective frequently conflicts with the stories mainstream historians tell.

Montana Standards for Social Studies

Content Standard 1—Students access, synthesize, and evaluate information to communicate and apply social studies knowledge to real world situations.

Content Standard 4—Students demonstrate an understanding of the effects of time, continuity, and change on historical and future perspectives and relationships.

Content Standard 6—Students demonstrate an understanding of the impact of human interaction and cultural diversity on societies.

Montana Standards for Science

Content Standard 3—Students, through the inquiry process, demonstrate knowledge of characteristics, structures and function of living things, the process and diversity of life, and how living organisms interact with each other and their environment.

Content Standard 5—Students, through the inquiry process, understand how scientific knowledge and technological developments impact communities, cultures and societies