



Wild Wisdom

curriculum-infused
outdoor Learning ideas

Grade
5



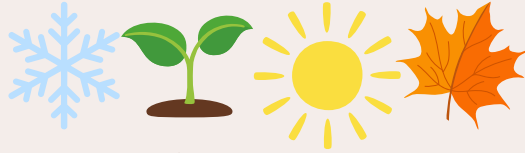
by Rebecca Seiling



Force survival



Season: All



Curriculum Expectations:

Science and Technology, Structures and Mechanisms

D2.4 describe ways in which physical characteristics of various animal and plant species help to protect them from potentially harmful effects of forces

Drama

B1.3 plan and shape the direction of the drama or role play by collaborating with others to develop ideas, both in and out of role

Materials needed:

- Natural loose parts
 - e.g., sticks, leaves, stones

Choose a natural force in nature: earthquake, tsunami, hurricane, tornado. Then design, build, and test a structure that could withstand it.



Testing insulation



Season: Winter



Curriculum Expectations:

Science and Technology, Earth and Space

1.1 analyse the long-term impacts on society and the environment of human uses of energy and natural resources, and suggest ways to reduce these impacts

1.2 evaluate the effects of various technologies on energy consumption

Materials needed:

- Large ziplock bags (1 per student) or nitrile gloves (1 pair per student)
- Bucket or bowl (or other waterproof container large enough for your hands)
- Cold water and/or snow
- Shortening
- Soap for washing up

A significant portion of the energy we use in our country is used to keep us warm. Learn more about thermal heat and ways to trap energy through insulation.

Try the “blubber experiment” - see video and article in Other Resources for ideas of how to conduct this lesson. This experiment would be good for a short period on a cold day - not long enough to get frost bite, but long enough to see what difference it can make to be insulated with shortening. Outside, students can try this experiment by sticking an insulated hand into the snow to test the difference. This is messy, so make sure to have soap for cleaning off the shortening!

Fur traders game



Season: Spring



Curriculum Expectations:

Social Studies, Heritage and Identity

A1.1 describe some of the positive and negative consequences of contact between First Nations and Europeans in New France (e.g., with reference to the impact of European diseases on First Nations, the role of First Nations in European exploration, European claims to First Nations territory, intermarriage between First Nations women and European men, the fur trade, competition for land and resources, alliances, European weapons, missionaries, and analyse their significance)

A1.2 analyse aspects of early contact between First Nations and Europeans in New France to determine the ways in which different parties benefited

- e.g., early settlers benefited from First Nations people's knowledge of medicine, geography, and modes of transportation appropriate for local conditions; the imperial government in France benefited economically from the fur trade and from alliances with First Nations, who aided them in their conflict with the British; First Nations benefited from new materials and some of the technologies introduced by Europeans

A2.1 formulate questions to guide investigations into aspects of the interactions among and between First Nations and Europeans in Canada prior to 1713, from the perspectives of the various groups involved (e.g., interactions between groups such as settlers, coureurs de bois, missionaries, Filles du Roi, First Nations women, warriors, and/or shamans, from the points of view of these groups)

- Sample questions:
 - In what ways might the relationship between First Nations people and voyageurs or coureurs de bois be different from the relationship between First Nations people and European settlers? What factors might account for some of the differences?
 - How did various First Nations people view the European newcomers? What factors might account for the differences in their views?

fur traders game cont'd



- How did Europeans tend to view the spiritual belief and practices of First Nations people?
- Would the view of a coureur de bois 'up country' likely be the same as that of a nun or priest in Montreal? Why or why not?"

Materials needed:

- Fur trader game cards (beaver pelt cards and trading item cards)

(idea from Canada's History website)

Read *The Voyageur's Paddle* By Kathy-jo Wargin. As a class or individually, students can read the article "The Business that Created a Country" in the How Furs Built Canada issue of *Kayak: Canada's History Magazine for Kids*.

Photocopy the "Beaver pelt" cards onto heavier paper and cut them out. Count the number of students playing and create cards for half that number. Finally, photocopy and cut out enough of the trading item cards for there to be one set per student. Separate the trading item cards so there is a pile of each item.

Have several students act as the Company Traders. Set up a table near the playground area where students will bring their "beaver pelts" (cards). The trading item cards will be put on this table. The game can be set up near the creative playground (trading post) and on the field. Spread the beaver pelt cards around the field area (like Easter eggs).

fur traders game cont'd



After explaining the game, the students will start collecting “Beaver Pelt” cards. Once they have enough to purchase an item from the store they run to the company traders. That person will staple the “Beaver Pelt” card to the page with the item they want to purchase and then they will staple the appropriate “item” card to the page. Only permit students to collect what they need to make one trade at a time. This ensures that the game lasts a little longer.

Lead a class discussion about the students’ experience during the game.
Ask them:

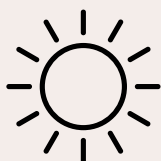
- What do you think it must have been like to be a the various people involved?
- What would it have been like to be an Indigenous person, trapping animals, and then selling the furs?
- What would it have been like to be a fur trader?
- Can you see any problems, especially for Indigenous peoples, that this system created?
- What were some differences in the approach of Indigenous nations and fur traders to killing animals for their furs?

Log it!



Date:

Weather:



Wind:



Temperature:

I notice...

Log it!



I wonder...

This reminds me of...

what do you sense?



Date:



Imagination space



Date:

