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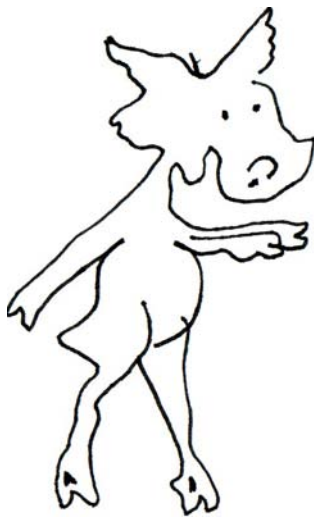
# **PORCUPINE CARIBOU MANAGEMENT BOARD**

**VIDEO SERIES  
TEACHERS' MANUALS**

**UNIT TWO**

**THE VALUE OF CARIBOU**





### **CHIKKYI**

**Chikkyi is the Gwich'in name for baby caribou. Chikkyi will be used to mark student activity and information sheets.**

Chikkyi was created by D. Urquhart

## THE VALUE OF THE CARIBOU

### CONCEPTS

- Caribou was very valuable to the survival of traditional users. The caribou provided nutritious food and material for clothing, shelter, tools and art. Today caribou still are an important food source for northern people. Caribou materials continue to be used in the manufacture of commercial handicrafts and artwork. Other values associated with caribou include tourism and recreational benefits. Caribou are part of Canada's national resource.

### OBJECTIVES

- To assist students in gaining knowledge of the traditional uses of caribou.
- To show the economic, nutritional and social value of caribou and how these benefit the user groups. (Native and non-native.)
- To explore the non-hunting values of caribou.
- To become aware of the caribou as a shared resource between user and non-user groups and that the Porcupine Caribou herd is a national resource.

### BACKGROUND INFORMATION

Traditionally, caribou was essential to the survival of the northern Alaska, Northwest Territories and Yukon native and Inuvialuit people. Archeological reports indicate that caribou may have been taken near the Porcupine River and Old Crow rivers for approximately 30,000 years. Hunting camps and settlements such as Old Crow came into existence because of the native people's dependence on caribou movements through the area. Caribou fences were used to encircle and trap caribou. Hunters would also spear caribou from boats when the caribou crossed rivers. Every part of the caribou was used for food, tools, clothing, weapons, ornaments and ritual objects.

When trading posts were established and southern goods became available, people would travel to the settlements to trade furs and hides for imported foods, guns and tools. Eventually people settled permanently in these small settlements and religious missions were constructed along with schools, stores and medical facilities.

Today the dietary and cultural aspects of the caribou hunt are still important. Caribou is an abundant source of red meat, high in protein and low in fat. Caribou also provide antlers and hides for clothing and artwork. The ability to procure one's own food and be able to share it with others is a source of satisfaction. Feelings of self worth and dignity are closely related to personal skill and self-reliance. Sharing strengthens friendship and kinship bonds. A way of life centred around hunting as opposed to working for wages and buying imported store foods, is an integral part of northern society and culture. In the midst of increasing northern populations, development and exposure to southern society, the dependence on caribou continues.

### TRADITIONAL HUNTING OF CARIBOU

For centuries native people have killed caribou at traditional crossing points along the Porcupine River. Hunting camps and settlements such as Old Crow came into existence because of the native dependence on caribou movements through the area.

The main method for large-scale caribou hunting was the surround or caribou fence. There are many documented locations of caribou fences as well as the old hunting camps and settlements on the range of the Porcupine Caribou herd.

The caribou fences were constructed of standing trees and poles (these were carried to the area if trees were not available) and were set 1-2 meters apart and were interlaced with brush. Some fences required over 10,000 poles. The fence formed either a straight or zig-zag barrier and it was often over 1.5 km long. There might be over a hundred openings in the fence where a snare made of braided babiche was set. (One caribou skin made one snare.) A long stick, called a drag pole, was tied to the end of the snare and set in the fence opening above it. Inside the corral, snares were set every 5 to 10 meters forming snaring pockets.

The caribou were driven toward the surround by groups of people running behind the animals. Hunters with bows and arrows and spears were stationed at the entrance and along the corral. Most caribou were caught in the snares with the drag pole attached. As soon as a caribou were killed they were thrown over the fence and the snares were reset right away in case more caribou came. The women cut up all the meat. There were usually one or two caches where the dried meat was saved. The meat could then be transported back to the camps.

Other methods involved shooting caribou with bows or spearing them while they were swimming in the water at traditional crossings.

The traditional knowledge of the Kutchin people can also be demonstrated in their language. Mueller in 1964 recorded 17 terms for caribou, distinguishing them by sex, size, age, markings and physical condition.

### TRADITIONAL USES OF CARIBOU

The **head** was cut off at the base of the skull. When removing the head it was important to also remove the pharyngeal pouch that might contain nasal bot larvae as they could quickly infest the head. Removing the head made the animal easier to handle and provided a vent for bleeding.

The head was skinned and roasted whole over a fire or cut into sections to boil. The hairy tips of the ears and nose were cut, and the eyes were pierced, before roasting. The **tongue** was either cooked with the head or was removed and cooked separately. The **brains** were eaten or used in the tanning or curing process of hides. The chin has tender meat that older people

liked to eat. Sometimes the head was used to make head cheese. Overall the head was considered a delicacy.

The **velvet** on the antlers was singed and eaten. The hard **antlers** were used in the making of the following items: fishing jigs, sled parts, fasteners for dog harnesses, pot handles, knife handles, buttons, bows, kayak ribs and spoons. Antlers were sometimes used to mark caches of food in the winter. A toy can be made by stringing toe bones with drilled holes on a thong. This string is tossed up, and the bones are caught on an attached sliver of bone.

The caribou was skinned very carefully to avoid cutting holes in the skin. The skin can be used in three ways: as rawhide, dried with hair on, or tanned without the hair. Fall hides are usually the best as they do not have the holes from **warble fly larvae** as the spring hides do. The warble larvae are edible and were eaten by the Inuit as a delicacy.

The caribou was quartered. The meat was eaten dried, fresh and smoked. Meat from the backstrap, front shoulder and hind legs were cut into strips and dried or dried and smoked. The **dried meat** was then preserved and stored to be eaten. Drying it made the meat compact, lightweight and it didn't spoil. The meat was eaten as is or was rehydrated in water. It was also pounded and added to grease and berries to make pemmican. Muscle fibers from the backbone were scraped with a knife and made into sinew, or sewing thread, which is much tougher than commercial thread. The thread was moistened in the mouth as it was used. This thread was also used in making small animal snares.

The **backfat** was eaten by adding it to other meat or food. It was also cut into chunks and burned in stone lamps for warmth and lights.

The **ribs** were a good source of meat and were cooked over an open fire. The chest or **brisket** meat and the **neck** meat were also eaten.

In the winter the meat was left frozen in pieces, covered with a skin, and snow and logs were piled up to make a good cache from wolves.

The following organs were removed and used as follows:

The **heart** was removed and cut in half to allow access to clean out the blood and was then boiled or roasted. The **liver** and **kidneys** were also roasted. Sometimes the kidneys could be sliced and cooked on hot rocks or coals. The four-compartment **stomach** was cleaned, washed and eaten or used to store fat and blood or other delicacies. It was also used for a cooking or water vessel. The stomach could be filled with meat and water. Hot rocks were added to heat up the stew. The mesenteric **fat** was saved, dried and added to soups and stews.

The **intestines** were washed and cut up and added to stews. The blood could be collected from the jugular vein or from the rib cage during butchering and saved. The **blood** could be mixed with flour and water and made into thickener for soup or gravy or just added to food

for flavour. The **windpipe** was used as a bait for trapping.

The only part not eaten was the **lungs**. These were fed to the dogs.

The **bones** could be scraped clean of meat and used in a variety of ways. They could be made into tools such as fleshers, scrapers, knives and blades, and carved into needles, awls and fish hooks. A two-handed hide flesher was made by wrapping the leg with sinew or cloth to protect the hands. These tools are still made and used today.

The bones also could be crushed and the **bonemeal** used in cooking. Boiling the bones provided grease which could be skimmed off the top and put into containers for later use. The soft ends of the boiled bones could be eaten. The kneecap was eaten or used as a baby soother.

The bones could be crushed and cracked to get at the marrow. The marrow from the bones was either eaten raw or cooked. A dewclaw bone was used to poke out the marrow from some the bones. **Marrow** was eaten with meat and was delicious when added to dried meat.

The **hooves** could be boiled until tender, eaten raw or dried. The boiled feet make a fine jellied meat like pig's feet. When meat was plentiful the feet were dried and hung on trees along trails for use as survival food when food was scarce. The hooves were also hollowed out and dried and made into decorative rattles. The hooves could be strung together for ceremonial regalia. The clicking sound of the hooves during a dance resembles the sounds of moving caribou.

Sometimes a pregnant cow was killed if people were very hungry. The **fetus** was eaten only by older people and was not allowed to be eaten by children. The tanned hide from the fetus was used in making soft baby blankets and underclothing.

The caribou was fully used by the native people. **Nothing was wasted.**



**Meat cache from community hunt. Note the legs with hooves attached on the floor.**

**WAYS OF USING THE HIDE**

**Rawhide - dried or untanned hide**

When the hair is scraped off the hide it can be cut in a circular fashion to produce a long strip about an inch wide which, when dried under tension, shrinks to form a very tough thong called **babiche**. Babiche was used to make the webbing in snowshoes, caribou snares, dog harnesses, lacings and bowstrings. Pieces of rawhide were used to make drum covers, rattle covers, boat covers, knife cases and buckets.

**Dried with hair on**

Whole hides can be air dried with the hair on and used as sleeping mats, robes or floor mats. The leg skin was also dried with hair on to make bags and mukluks. Pieces of leg skin that were sewn together were used by children as a snow slider.

**Tanned hide**

Methods of tanning varied in different parts of the north but generally women had to follow a series of steps. The flesh and fat had to be scraped off the hide using a bone tool. The scrapings would be fed to the dogs. The hair was removed with a bone scraper. The hide was then soaked in a mixture of moose brains and water to soften, or left in cold water overnight. The hide was wrung out and stretched and dried in the sun. The hide was further softened by using a stone scraper, then was lightly smoked over a fire of rotten spruce wood. The soakings in brains and water, wringing out and smoking were repeated perhaps four times until the hide was very soft. The hide was smoked until the colour wanted was achieved. When the hide was fully tanned it could be used in making clothing such as moccasins, mukluks, mitts, gloves, pants, shirts and dresses. The women would sew the hide with a bone needle, using sinew as a thread. The hide material was also used in making pouches, bags, toboggan baskets, packsacks and baby belts. The tanned hides were also sewn together into blankets, which were draped over a frame structure to make a skin house. Tanned hides were also cut into strips to make thongs for bow strings, laces and for braiding into dog whips and ropes.

**Tanned hide with hair on**

Hides were tanned with the hair on and used in making winter vests, parkas, jackets, mittens and pants. Hides were also sewn together and placed over willow poles and made into winter skin houses.

**SUGGESTED LEVEL 1 ACTIVITIES**

1. Brainstorm with students about their knowledge of the traditional use of caribou as a food source, material for tools, shelter and clothing.
2. Make a chart (on a big sheet of paper for the classroom and in the students' notebooks) with all the traditional uses of caribou under headings of food, tools, shelter and clothing.
3. Arrange to bring in a resource person (elder) to talk about the traditional uses of caribou in their area. Perhaps they can bring in examples of tanned material for clothing or old tools, etc.
4. Make a caribou stew with the students and invite parents to lunch.
5. Have students write stories about hunting caribou. Describe step by step how an animal is killed at a water crossing. Illustrate one of the steps in a picture.
8. Draw examples of the traditional caribou skin clothing. Make a cardboard doll and cutout clothes for it. (See "The Land Still Speaks", Sherry and the Vuntut Gwich'in First Nation, page 211, and pages 223-230, and "Gwich'in Words About the Land", Gwich'in Renewable Resource Board, page 30 for styles).
9. Provide students with construction paper. Have each student draw and cut out a silhouette of a caribou. Ask students to write a sentence answering the question "Why were caribou important to northern native people?" Write the answer on the silhouette. Have students paint a northern landscape and paste the caribou on this mural.
10. Have students make a traditional oil lamp using a sardine tin bottom. Put in some cooking oil (or render down some caribou fat) and soak a lamp wick (bought in a store) and light it.
11. Cut out clothing from a catalogue to show contemporary outdoor winter clothes. Then draw traditional clothing made from caribou skins and other furs. Have students discuss the warmth, comfort, durability, lightness and washability factors for both.
12. Create stories and drawings about homes and shelters long ago.
13. Obtain the uses of caribou display case from the Yukon Government, Department of Education and discuss the display with students.



**SUGGESTED LEVEL 2 ACTIVITIES**

1. Brainstorm with students about their knowledge of the traditional use of caribou as a food source, materials for tools, shelter and clothing.
2. Choose a recipe for cooking caribou. Have the students write out the ingredients and the methods of cooking. After cooking the caribou, have the students comment on the food.
3. Arrange a field trip to observe butchering and preserving caribou meat. Have the students write a report on the process.
4. Arrange to have an elder explain the steps on how to tan a hide. Perhaps students could visit a home where a hide is being tanned. Students could write a report on the tanning process in point form. (See Gertie Tom 1981 booklet that describes the process and is illustrated with drawings. Also the Native Language Centre at Yukon College has laminated cards depicting the different steps. McClellan, Part of the Land, Part of the Water, page 144, has black and white photographs showing the procedure.
5. Using twigs, grass and moss, etc. build a caribou fence and corral. Make caribou using pipe cleaners and people using modeling clay. Use a cardboard box for a base and background for a diorama. Students could also build a model of a caribou skin house with small twigs and a small piece of hide.
6. Research how a caribou snare is made by twisting babiche. Perhaps make one by obtaining some caribou rawhide with the help of an elder.
7. Make a caribou-tooth necklace as a decoration for a dance.
8. Draw up a list of all edible parts of caribou and put them under the headings of protein, vitamins, minerals and fats.
9. Have an elder come in to demonstrate a caribou dance and explain its significance.
10. Bring in examples of items made from bone, hide and antler. Have elders give a presentation on the uses. Prepare students ahead of time to ask questions. Set up a display with these articles. Have students draw up label cards with a brief description of usage, and how and what caribou part the items were made from.
11. Ask students to pretend they are TV news reporters who are able to go back in time to cover a traditional caribou hunt either at a river crossing using a boat and spears, or at a caribou fence using snares, spears and bows and arrows. Have them write up these

12. Imagine you are a traditional hunter in a village. You are waiting at a caribou surround and you know your people will starve if you don't get any caribou. Someone spots the caribou coming. Describe how you would feel before and after the successful or unsuccessful hunt. Have the children discuss these feelings. Act out a surround hunt - pretend to spot the caribou, chase the caribou to the fence, kill the caribou, cut up the caribou and dry the meat, have a big feast and dance.
13. Interview elders about bad times when not much food was available and when some people starved or were very sick.
14. Bring in an elder to tell a legend involving a caribou. Have students try to repeat this legend orally and then write it down. Perhaps have them write their own legends using caribou.
15. Have students develop a tourism itinerary of a tour of Old Crow or the north slope of the Yukon. Tourists will arrive on the scheduled flight, have a boat trip up the Porcupine River, view caribou at a crossing and/or take part in a hunt, overnight at a camp, etc. The students could then develop a brochure of the trip complete with drawings and sentences describing the trip.
16. Have students make their own caribou art museum in the classroom. They can collect photos or copies of paintings, petroglyphs, sculptures, etc., or perhaps they can make their own.
17. Have the students make a decorative mask using the caribou hooves, teeth, etc. Or make a modern Christmas door ornament using colourful felt and hooves.
18. Obtain the uses of caribou display case from the Yukon Government, Department of Education and discuss the display with students.

**Caribou fences.**



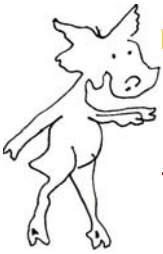
**SUGGESTED LEVEL 3 ACTIVITIES**

1. Research the traditional use of caribou by early Yukon Indians and compare it to the contemporary use. Write a report on this. Refer to “The Land Still Speaks”, Sherry and the Vuntut Gwitch’ in First Nation, and “Gwich’ in Words About the Land”, Gwich’ in Renewable Resource Board.
2. Prepare a caribou food using a contemporary recipe in Home Economics.
3. Interview elders on life when they were growing up and how the caribou were used then.
4. Imagine what it would be like if there were few caribou left. What would people do? (See activity sheet). Role play different situations.
5. Role play a sport hunter, subsistence hunter, tourist, artist, a person living in Ottawa, etc. Give all their points of view on the value of the caribou. Have students take turns playing the different roles. Or make it into an interview approach where each student will ask questions or answer questions.
6. Research the Canadian quarter and the reason why a caribou was used on the coin.
7. Put a wide piece of masking tape along the floor. Put up a sign “strongly agree” and “strongly disagree” on either end of the tape. Give students a statement and let them place themselves along the line. If a student has no opinions let them stand in the middle. Have all the students discuss their placement. Remember there are no right or wrong answers. Examples of statements are: Caribou is better than beef. Caribou hunting is fun.
8. Research the traditional method of hunting caribou using a caribou fence and corral. Interview elders who remember seeing them in use. Develop a plan of how to build one now and cost it out. How many people are needed, material required (some fences were made with 10,000 poles, lots of snares, etc.) Refer to McClellan 1987 page 119 - 123 and 282.
9. Have someone bring sinew to class or, better yet, the back muscle fibre of the caribou so you can make it yourself. Compare it to other commercial threads. Research how many other cultures used it.
10. Invite a community hunter to talk to students about the cost of hunting and storing caribou. If possible, have him outline the costs of a recent trip and then analyze the costs in terms of meat procured. Try to arrive at a dollar value per kilo of meat. Compare this to the store prices. Make a list of all the other positive values associated with hunting your own meat.

11. Have the students trace the move from a nomadic to a sedentary lifestyle. Have them research their own community. Encourage them to list the factors that led to a sedentary life style and to identify some of the benefits and disadvantages of this.
12. Have students interview their manager from the community store, outfitters or guides about tourism in the area. Help them develop questions which will indicate the interest in caribou from tourists and the income tourism provides. Write a report on the benefits of tourism to their community. Also students could brainstorm ways to improve tourism in their community for both consumptive and non-consumptive users.
13. Write an essay describing the reasons for and against hunting.
14. Research all the traditional uses of caribou antlers and the velvet. Also try to think of modern uses of caribou antlers. Write a report on your findings. Perhaps make some of these articles in-shop.
15. Research the artistic appreciation of caribou in artwork, music, drama, literature and photography. Gather all information and make a display. Play "A Caribou Song" by Wilbert Firth, available from the Porcupine Caribou Management Board.
16. Obtain the uses of caribou display case from the Yukon Government, Department of Education and discuss the display with students.



**Traditional way of cooking caribou meat over an open fire.**



## STUDENT INFORMATION SHEET

### Caribou Products



Rope

Tool made  
from leg bone



Braided rope



Purse made  
from tanned  
hide



Basket made from leg skins



Hide and babiche made  
from the hide

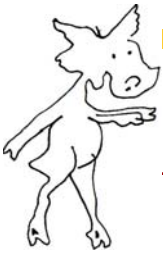


Winter moccasins made  
from leg skins.



Dog whip





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## STUDENT ACTIVITY SHEET

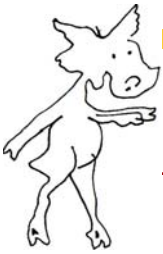
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Choose one thing people made from caribou. Draw and colour it in the box.

This is called \_\_\_\_\_

It was used for

\_\_\_\_\_  
\_\_\_\_\_



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## STUDENT ACTIVITY SHEET

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All the things in the box were made from caribou parts, sort them out. Write them again under HIDE, BONE, or ANTLER.

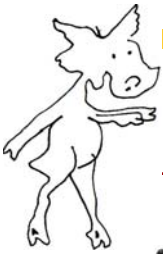
parka	socks	scraper	bows and arrows
pants	fishing jigs	mitts	sewing needle
sled parts	snow-knife	boots	toys
harpoon head	snare	bags	sleeping robes
carvings	decorations	fastener for dog harness	

**HIDE**

**BONE**

**ANTLER**

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## STUDENT INFORMATION SHEET

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# Caribou Update

December Issue 57

Caribou and the native people of the north have coexisted for thousands of years. During this passage in time caribou have been an essential ingredient in both the dietary and cultural survival of many First Nations and Inuvialuit people. Archeological reports indicate that caribou may have been taken near the Porcupine and Old Crow rivers for approximately 30,000 years. Settlements, such as Old Crow, came into existence because of caribou movements through the area.

Historically, every part of the caribou was used for food, tools, clothing, weapons and cultural objects. The meat was eaten dried, fresh and smoked. Almost all of the internal organs were also consumed. The lungs were the only part that was not eaten and they were fed to the dogs. The head, which was considered a delicacy, was skinned and roasted whole or cut in sections to boil. The brains were either eaten or used in tanning.

The antlers were used in making fishing jigs, sled parts, knife handles, spoons, buttons and bows - just to mention a few uses. Untanned hides were scraped to remove the hair and used to produce webbing in snowshoes, animal snares, dog harnesses, lacings and bowstrings. Dried hides with hair were used for robes, and sleeping or floor mats. Tanned hides were used to make clothing such as moccasins, mukluks, mitts, gloves, pants, shirts and dresses. These hides were also sewn together into blankets for a skin house or cut in strips to make bowstrings, laces and ropes. Tanned hides, which still had the hair left on, were used to make winter parkas, jackets, mittens and pants. Bones were scraped clean and used to make tools such as fleshers, scrapers, knives or carved into needles, awls, and fish hooks. The hooves could be eaten or dried and made into decorative rattles. Nothing was wasted.

What was true then is just as true today. Caribou still make a vital contribution to

First Nations' and Inuvialuit daily lives. Caribou are an abundant source of red meat, high in protein and low in fat. It provides more protein per kilogram than beef, pork or poultry. In the case of pork, it has more than double the amount of protein and compared to beef and poultry it has one and half times more. The fat content conversely is significantly lower. As an example, per 100 grams a beefsteak has 25 grams of fat and chicken has 13 whereas caribou has 1.2. It also has less than half the number of calories than beef, poultry or pork. It is still a major staple in most user communities were store beef or chicken can sell in excess of \$15.00 per kilogram.

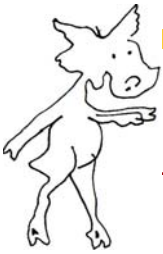
Caribou are also still vital to the economy of many communities. Hand-made crafts, clothing, and art work such as footwear, clothing in all forms, carvings, wall hangings, tuftings and so on can, and do, provide an important source of income to many First Nations and Inuvialuit people.

That is why in the fall of 2000 the PCMB chose "The Uses of Caribou" as the theme for the annual school poster contest. Over 100 entries were received from user community students in Alaska, the Northwest Territories and Yukon. This was the best participation we have had in our poster contest. There were many excellent entries and it was difficult to pick a winner, however the Grand Prize Winner was Sheree Andrea McLeod from Inuvik. She will receive a t-shirt with her poster imprinted on the back as well as a caribou book. Grade prizewinners received caribou related books and all those who entered received an Arctic Refuge poster.

For more information on the contest, the uses of caribou or the PCMB, please phone/fax: 867-633-4780 or email: [pcmb@polarcom.com](mailto:pcmb@polarcom.com).

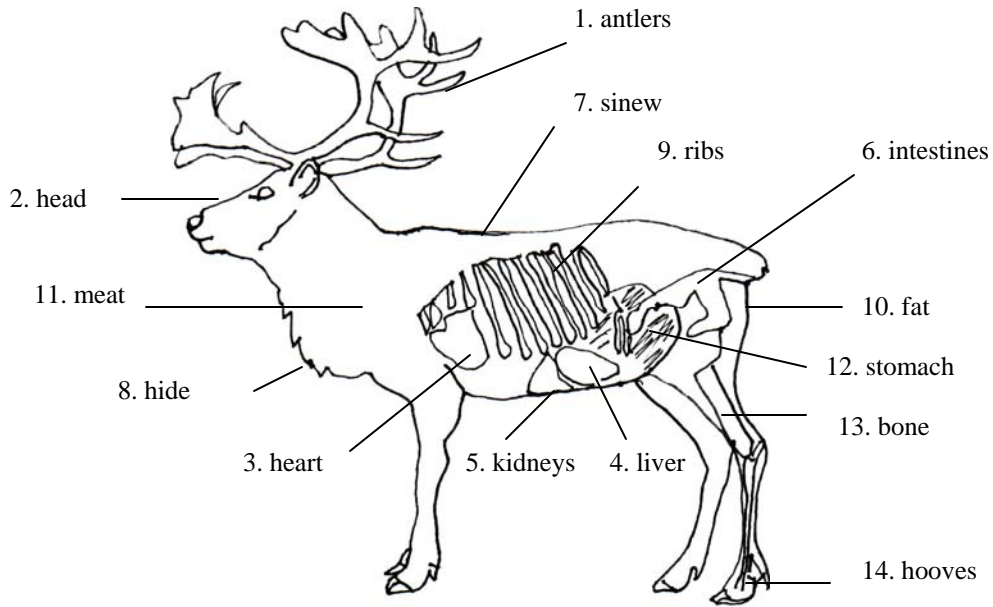
SEASON'S GREETINGS  
Linda Hoffman  
Secretariat





# STUDENT ACTIVITY SHEET

List the parts and their uses.

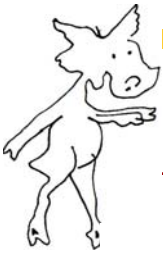


## PARTS

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## USES

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## STUDENT ACTIVITY SHEET

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### TRADITIONAL TOOLS

Scraping Tool
Fish Hook
Bow
Spear
Crooked Knife
Drill
Sewing Needle
Pot Handle

The tools in the box used to be made from caribou parts.

Choose two of them. Find out more about them.

Then fill in the box below.

English name	Gwich'in name	Tool was made from	Looked like this

English name	Gwich'in name	Tool was made from	Looked like this


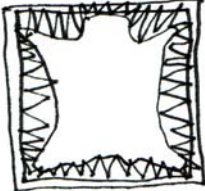



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## STUDENT ACTIVITY SHEET

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The pictures show parts of a caribou that people use. Do you know what can be made from them? Write a list of things in the boxes. Ask your family to help you finish the lists. Write the list in your own language or in English. Or, if you want to, write in both!

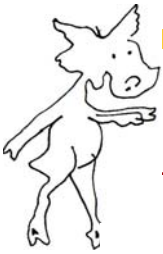
	
	
	

### FIND OUT

At what time of year must caribou be taken if the skin is to make good winter clothes?

What other animals are used for clothing, in the north and in the south?

In what countries are horses eaten by people?



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## STUDENT ACTIVITY SHEET

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Many things can be made from caribou. Draw and colour some of them in the boxes. Write the names beside them. Ask your family how they are made. Choose from clothes, food, tools, toys, weapons and handicrafts.


Find out the answers and write them in the space.

At what time of year must caribou be taken so that their skins make good winter clothes?

What animal is used in the south to provide wool for clothes?



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## STUDENT ACTIVITY SHEET

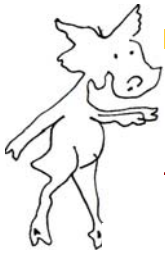
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**Imagine you live in prehistoric times. By that we mean the time before native people were written about, before the coming of the white man. Imagine your family live mainly on caribou. Then answer these questions.**

- Who in your family does the hunting?
- Who dresses and tans the hides, and cooks?
- What weapons does your hunter have?
- What kind of home do you live in? Is it the same in summer and winter?
- Do you stay in one place, or move around?
- If you move, how do you carry your belongings?
- How do you find caribou when you are hungry?
- Can you be sure they will be where you think?
- How does your hunter catch and kill them?
- Does he kill just one, or many at a time?
- How is the meat brought home and stored?
- Do you have lots of dogs and big sleds?
- What happens if the caribou do not come?
- Are there a lot of people living near you?
- Could you kill all the caribou in your area?

**Things were not easy and comfortable a long time ago. There were no snowmobiles or guns. Everything, including weapons and sleds, had to be made by hand. Traveling meant taking all you owned, and carrying even your tent.**

**Do you think you could have wiped out the caribou herds?**



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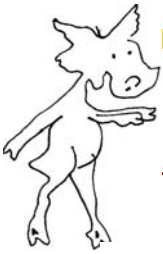
## STUDENT ACTIVITY SHEET

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It is difficult to imagine a prehistoric couple. It would be good to see them but as that is impossible, we have to pretend. First, think about what a husband and wife would own way back then. Make two lists under the headings below. Try to collect them. If you cannot find something, try to make it from cardboard, string, bones - anything you have.

Your teacher will tell you what day to bring everything. Then you will choose boys and girls to dress up. You will take photographs of them for your project folder.

CLOTHING AND WEAPONS	TRAVEL AND HOUSEHOLD ITEMS



## STUDENT ACTIVITY SHEET

Prepare a short mime of one of these activities and present it to the class.

### BUTCHER CARIBOU

- quartering carcass
- pulling off hide
- pulling out stomach and guts
- draining blood from organs

### HUNT CARIBOU

- following caribou tracks
- making pound with sticks
- luring caribou
- hiding from caribou
- spearing, shooting or stabbing caribou

### PREPARE CARIBOU MEAT

- cutting meat off bones
- drying thin slabs of meat
- pounding meat into pemmican
- cooking meat with hot stones
- collecting lard from boiling bones
- eating raw meat

### PREPARE CARIBOU HIDE

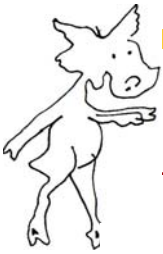
- scraping hide
- soaking hide
- removing brains
- rubbing paste into hide
- pulling hide to soften
- smoking hide over fire

### SEW CARIBOU HIDE

- cutting out clothing shapes
- pushing sinew with sewing awl
- fitting clothes on someone
- sewing skins for tent covers
- preparing sinew for sewing

### MAKE THINGS FROM CARIBOU

- filing bones or antlers
- fitting antler pieces onto tools
- weaving babiche nets
- threading babiche onto snowshoe frames
- making an edeleyi



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## STUDENT ACTIVITY SHEET

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**Cut out the cards. Give one card to each pair of students. Have students develop a mime of the action on their card and present to class as a guessing game.**

<b>making pemmican</b>	<b>gathering berries</b>
<b>making snares</b>	<b>setting traps</b>
<b>traveling in canoes</b>	<b>decorating with beads</b>
<b>traveling on snow machine</b>	<b>walking with snowshoes</b>
<b>setting up a teepee</b>	<b>getting firewood</b>
<b>using dog teams</b>	<b>caching caribou meat</b>
<b>making dried fish</b>	<b>hunting caribou</b>



## **PRESENT-DAY USE OF CARIBOU**

### **RECREATIONAL VALUE**

The recreational aspect of the caribou hunt is important to native, non-native, resident and non-resident users.

Native hunters could be classified as subsistence hunters if they depend on the caribou for meat. A non-native hunter can be termed a sport hunter when the hunt has a large recreational value in addition to the trophy and meat value.

The hunt can represent different things for different people. It may be a chance to relax away from town. Some hunters are attracted by the excitement of the hunt, and for others, the gratification and pride involved in working hard to obtain their food from the land and being able to share it with friends and family are the rewards. The need or desire to hunt may stem from all three and other reasons.

Non-resident hunters are attracted to the Yukon, which has some of the last great hunting areas in North America. For them the hunt is a holiday, a chance to experience the wilderness as well as to bring home a good trophy and/or meat.

Caribou attracts many tourists. There are generally two types: the “spectator” and the “participant”. The “spectator” does not participate in wilderness recreational activities, but is content to watch and sightsee. The “participant” is actively involved in wilderness activities such as camping, hiking, canoeing, fishing, hunting and photography. The wilderness is seen as a challenge and fulfills the need to experience solitude, silence and natural beauty.

The viewing and photography opportunities for tourists take place mainly along the Dempster Highway. With the closure of the highway to caribou hunting for one week to “allow the leaders to pass” during the fall migration, many more tourists are using this time to view and photograph the caribou migrating without disturbance.

### **ECONOMIC VALUE**

Caribou is a major staple for native people in communities where store-bought food is high priced. (Chicken sells at \$8.00 a pound and beef at \$10.00 a pound at the Old Crow cooperative store.) When combined with generally low incomes, caribou are important to the people’s economic security. Clothing by-products in the form of artwork, crafts and clothing also give northern people a source of income.

The hunting licences and tag fees for caribou provide revenue for government and supports research and management of the species.

### **NUTRITIONAL VALUE**

Caribou is a very high quality meat. It gives more protein per kilogram than beef, pork or poultry. Caribou meat also has very little fat compared to the domestic animals. Most of the caribou fat is concentrated on the back, rump and around some of the major organs such as the kidney, heart and intestines. Therefore you can limit yourself to how much you need. Caribou has less calories than many other meats and it is an excellent source of protein for people who want to lose weight.

The organs provide a range of vitamins and minerals. The heart, kidneys and liver are high in vitamins A and B. Eating caribou liver, chewing the soft ends of bones, boiling bones to make soup, or eating tongue, blood and intestines provide a good source of minerals.

A balanced diet is possible by eating all parts of the caribou. Taken in conjunction with nutritious store-bought food items, it is an ideal food for the northern environment.

### **SOCIAL VALUE**

The skill of the hunter and the pride and satisfaction derived from a person's ability to provide subsistence for the individual and family is a very important social value. Skills, pride, customs and beliefs are intangible benefits of using caribou. Self-sufficiency is a preferred lifestyle. Those who still depend on the land find their identity in a subsistence way of life based on hunting, trapping and fishing. Their ties to the land are an essential part of their lifestyle and culture. Subsistence for aboriginal people means the ability to continue their traditions.

### **CRAFTS AND ARTWORK VALUE**

Popular crafts and artwork using caribou materials are based on traditional designs.

Clothes, footwear, bags and wall-hangings are elaborately decorated with caribou hair tufting, embroidery and beads. Before plastic beads were available, porcupine quills were used. Popular designs included flowers, animals and geometric patterns.

Bone and antler are carved into ornaments and jewelry. Hooves are used as ornaments or decorations for masks. The caribou hair can be dyed different colours and tufted to make pictures and decorations on clothing and earrings.

Crafts and art goods are now an important aspect of the northern tourism industry. They are a source of income for many northerners. Products are purchased by tourists visiting the north and are also exported to the southern centers. The cash required to produce handcrafted items is low, but creating crafts is time consuming, so these items provide a significant amount of cash for the local economy. The tourism market for high quality crafts and artwork also

supports southern crafts people and artists. At the same time it ensures that traditional skills are not lost. It provides meaningful employment, creative work and the production of beautiful and useful articles which are sources of personal pride and satisfaction.



**Old Crow elder wearing traditional dress.**



**Children wearing traditional dress at special ceremony in Arctic Village, Alaska. Note the beaded moccasins and jewelry.**



**Traditional dancers performing in Arctic Village, Alaska.**

## **NON-HUNTING VALUES OF CARIBOU**

### **SCIENTIFIC RESEARCH**

The proposed Mackenzie Valley Pipeline in the early 1970s spurred many environmental impact studies. Research on the Porcupine Caribou herd has been ongoing since then. The Porcupine Caribou herd has been the subject of more caribou research than any other caribou herd in Canada and is a good source for monitoring all the ecological parameters of a caribou herd. By studying the Porcupine Caribou herd, scientists better understand the ecological system and the effects humans can have on caribou.

### **TOURISM VALUE**

In the northern Yukon, two federal parks, Vuntut National Park and Ivvavik National Park, have been established. These parks encompass some of the herds calving and summer ranges. These parks will help promote visitor appreciation of the herd and the land. For several years in the Yukon, rafting tours have traveled the Firth River, and sometimes have intercepted the herd crossing. The herd's summer range is remote and accessible only by aircraft. However the Dempster Highway can provide access to caribou during the rut, fall time and in the winter. An interpretive centre is also being built in Old Crow by Parks Canada. Hopefully exposure to wilderness and northern cultures will result in a development of respect for the northern land, wildlife and the people. In the United States, the Alaska National Wildlife Refuge also covers part of the summer range and the herd's core calving grounds.

Benefits arising from tourism include revenue from restaurant, hotels, stores and handicraft shops.

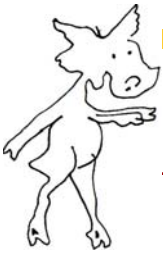
### **RECREATIONAL USE**

Canada is known worldwide for its wilderness and wildlife, and the caribou is part of this image. Further, a country's national heritage is a source of pride for its people. The caribou are unique and that makes them valuable. They are one of only a few examples of terrestrial herding animals roaming extensively in large numbers. They can be compared to large herds of wildebeest on the African plains. Herding animals are important today as they represent a concentrated biological resource.

Writings by explorers and adventurers, the media and tourism industry have resulted in a wide appreciation for caribou. People like to read about caribou, watch films about them or travel to an area just for a chance to view them. People value the Porcupine Caribou herd by just knowing of its existence and they may never need to see it in person but can read about it. People express their appreciation of caribou through art, music, drama, dance, literature and photography.

**SUGGESTED ACTIVITIES**

1. Show students some examples of pamphlets designed to encourage tourists to the Yukon. Have students write and illustrate pamphlets telling tourists about their area - what to see and do both in the winter and summer concerning caribou. Or have the students make a travel poster to advertise a tour of Old Crow or the Dempster Highway in the fall when caribou are migrating through.
2. Have students bring a 25-cent piece (quarter) to school. See if they know this animal. (It is a bull caribou). What other animals might be confused with it (moose, elk or deer)? Have them draw this bull caribou on a piece of paper.
3. Have students express their appreciation of caribou through art, music and dance.
4. Have students imagine they are a caribou in winter or summer. Have them spend some time with their eyes closed in class or outside in the woods for about 5 minutes where they can “become” a caribou: how it eats, walks, escapes from predators, etc. The students can then write some descriptive sentences in a paragraph or write poems.
5. Have students visit a crafts store where articles of handcrafted clothing, tufted caribou hair pictures, drawings, paintings and sculptures of caribou are available. Encourage students to appreciate that caribou can inspire many kinds of artwork.



## STUDENT INFORMATION SHEET

### Protein levels in each 100 grams

Pork	12 grams
Chicken	16 grams
Beef	16 grams
Whitefish	25.6 grams
Moose	26 grams
Walrus	27 grams
Caribou	27 grams
Seal	32 grams

Caribou is a very high quality meat. It gives more protein per kilogram than beef, pork, or chicken.

Caribou meat has very little fat. Most of the fat is concentrated on the back and around the rump, It is also around the organs such as the kidney and heart.

### Fat content in each 100 grams

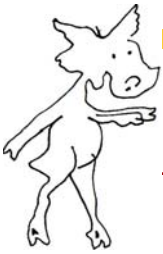
Moose	1.1 grams
Caribou	1.2 grams
Whitefish	1.3 grams
Seal	1.8 grams
Walrus	12.0 grams
Chicken	13.0 grams
Beefsteak	25.0 grams
Burger	28.0 grams

### Fat levels in each 500 grams

Whale	115 calories
Moose	120 calories
Caribou	133 calories
Seal	138 calories
Chicken	218 calories
Goose	230 calories
Pork chop	255 calories
Burger	350 calories
Bacon	728 calories

Caribou has less calories (energy) than many other meats.

Caribou meat is an excellent source of protein for people who want to lose weight.



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## STUDENT INFORMATION SHEET

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### MINERALS

Minerals for the body can be obtained by eating caribou liver or chewing the ends of soft bones. Boiling bones to make soup is also a way of getting minerals. These minerals are also in tongue, blood and intestines.

### FAT

Some fat is needed to give energy. Caribou fat is concentrated so you can eat only what

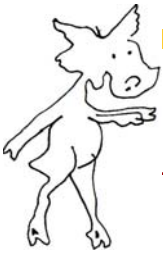
A BALANCED DIET  
IS  
POSSIBLE BY EATING  
CARIBOU

### VITAMINS

Heart, Kidneys and liver are high in vitamins A and B. Caribou stomach is a good source of vitamin C because it has lichen and other fresh vegetation in it.

### PROTEIN

Caribou meat is high in protein. Proteins in lean meat are needed for growth in the young and for replacement of body tissue in adults.



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## STUDENT INFORMATION SHEET

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# TO ALL YUKON HUNTERS

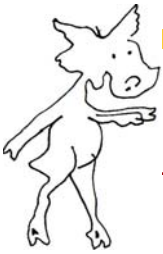
THE FOLLOWING CHART RECOMMENDS  
KIDNEY AND LIVER CONSUMPTION LEVELS  
OF THE FOLLOWING SPECIES

ANIMAL	MAXIMUM # OF KIDNEYS PER YEAR RECOMMENDED FOR CONSUMPTION	MAXIMUM # OF LIVERS PER YEAR RECOMMENDED FOR CONSUMPTION
<b>CARIBOU</b>		
Bonnet Plume	32	16
Nahanni	28	13
Porcupine	25	12
Forty-Mile	20	12
Wolf Lake	15	8
Finlayson	8	5
Tay	7	4
<b>MOOSE</b>	1	1
<b>SHEEP</b>	178	NO LIMIT
<b>GOAT</b>	382	26
<b>BEAVER</b>	15	46
<b>PORCUPINE</b>	13	17
<b>SNOWSHOE HARE</b>	485	NO LIMIT

There are **NO** limitations on the amount of muscle (meat)  
That can be consumed from **ANY** animal

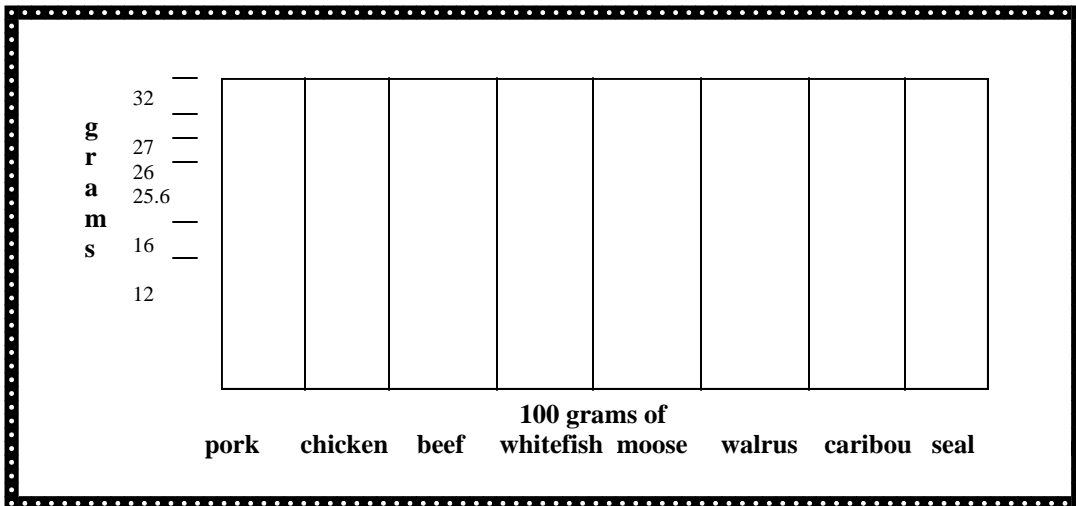






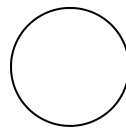
## STUDENT ACTIVITY SHEET

This graph is a way of comparing how much protein there is in the foods listed on your information sheet. Colour the bars in different colours to show the protein levels of the foods listed at the bottom of the graph.

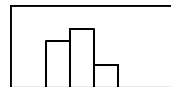


This kind of graph is called:

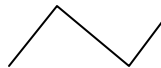
A circle graph



A bar graph

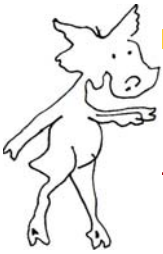


A line graph



Which animal has more protein per 100 grams than caribou? \_\_\_\_\_

Which animal has the smallest amount of protein? \_\_\_\_\_



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## STUDENT INFORMATION SHEET

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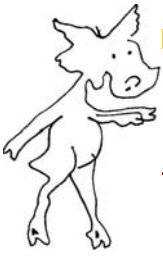
Using your copies of the student information sheets do the following exercise:

- make your own large graph to put up on the classroom wall. Make a graph that shows the fat content of some meats, or one that shows the calorie content. Use the information in the charts on your information sheet.
- Plan some balanced meals for your family for one day. Try to say how much of each food should be eaten.
- Now write your menus on the other sheet for breakfast, lunch and dinner. Use caribou and food from the store together. For at least one meal, use a traditional recipe. Think about caribou liver, kidney or some other organ. Use words that describe how the caribou is cooked. Make your meals as nutritious as possible. Think about vitamins, minerals, protein content and fat content.

### BREAKFAST

### LUNCH

### DINNER



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## STUDENT INFORMATION SHEET

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### How Caribou is Prepared

Traditional methods of butchering caribou differ from place to place, and there may be seasonal variations as well. An Inuit winter method starts by chopping the legs off at the top joint. Care is taken to avoid the musk glands on the inside of the hind legs covered with tufts of hair. If musk gets on the hands and the meat is then handled, it could be tainted.

To use this method, slit the hide along the stomach from the throat to the tail, and around the head. Remove the hide from one side at a time and pull it off in one piece. Next, cut the carcass along the centre of the belly from the breastbone to the base of the tail. Be careful not to cut into the stomach, intestines or bladder. Cut around the anus and pull it into the body cavity. It will come free with the intestines. The stomach and intestines can now be rolled out of the body cavity. Cut around the diaphragm, and above the windpipe and esophagus. The lungs can be pulled out now, along with the heart. Finally, cut off the head and cut the carcass into quarters. Each section is now ready to be cut up into smaller pieces.

During the spring and summer, the animal is usually gutted and butchered on top of the hide after being skinned. This keeps the meat clean, and it is easily wrapped in the skin to be transported. The skull is split open to remove the brains.

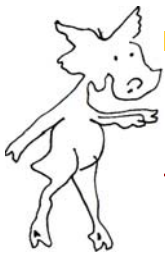
During the summer and fall the meat can be cut into slabs, hung on poles and smoked or dried. Smoking flavours the meat and keeps flies away while it is drying. Dried meat can then be broken into strips, or pounded and mixed with backfat to make pemmican. This a good way to preserve meat for winter storage.

Among the Gwich'in, meat was boiled by dropping hot stones into a vessel of hide, bark or animal stomach along with meat and water. Meat can be prepared following traditional or contemporary recipes. Ribs are roasted, or boiled with fat and intestines or tongues. Soups and stews can be made with chopped meat, potatoes, turnips, celery and carrots. The shanks, flank and brisket are good for soups and stews, as is the neck after the tendons are removed. The shoulder (or "chuck"), and rump are good when roasted. Delicious steaks can be cut from the backstrap, ribs and haunches (or "round").

Here are a few basic recipes that use extra ingredients normally available in small communities.

### Boiled or Roasted Head

Skin and wash the head. Chop into quarters by splitting it between the eyes with an axe. Cover with cold water and boil until soft. Good for soups and stews. To roast, place in an open pan at low heat.



### **Stuffed Hearts**

Soak heart overnight in salted water. Drain. Cut off veins and arteries and wash thoroughly. Fill with the following stuffing:

- 1 cup bread crumbs
- 1 stalk celery, chopped (optional)
- 1 onion, chopped
- ½ tsp. poultry seasoning (sage, savory)
- ½ tsp. salt
- dash of pepper
- 4 tbsp. melted butter

Place on a rack in a pan with water covering the bottom. Cover pan and bake at 325°F for 3 hours or until tender.

### **Boiled Hooves**

Place the hooves, with skin left on, in a large pot. Cover with hot water. Boil for a couple of hours until the skin peels off easily. Eat the muscles, and also the flesh inside the toenails.

### **Fresh Tongue**

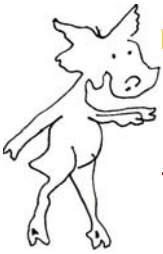
Wash tongue thoroughly and place on a rack in a pot. Add the following:

- 1 tbsp. salt
- ½ tsp. pepper
- 2 bay leaves
- 6 whole cloves
- 1 sliced onion

Simmer for about one hour per pound. Quickly place cooked tongue in cold water and remove the skin. Pour the cooking liquid over the tongue. Slice the tongue and serve hot.

### **Rib Roast**

Rub fat over surface of roast. Sprinkle with ½ tsp. salt, ½ tsp. pepper and 2 tbsp. flour. Place in roasting pan, add 1½ cups water and 1 large sliced onion. Roast at 350°F and cook until done as desired.



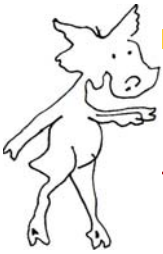
## STUDENT ACTIVITY SHEET

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There are many ways to butcher caribou. It depends on the season, the place and the hunter. But it always needs skill and care. Fill in the missing words below. It describes one method. The Information Sheet will help you.

### A \_\_\_\_\_ of Butchering Caribou.

- Start by deciding whether to take the \_\_\_\_\_ off or to leave it on.
- Take \_\_\_\_\_ to avoid the \_\_\_\_\_ glands on the inside of the \_\_\_\_\_ legs. They are covered by tufts of \_\_\_\_\_.
- Slit the hide along the \_\_\_\_\_ from the \_\_\_\_\_ to the \_\_\_\_\_ and around the \_\_\_\_\_.
- Pull the \_\_\_\_\_ off in one piece, \_\_\_\_\_ side at a time.
- Cut the \_\_\_\_\_ along the \_\_\_\_\_ of the belly from the \_\_\_\_\_ to the bottom of the \_\_\_\_\_.
- Do not cut into the stomach \_\_\_\_\_ or \_\_\_\_\_.
- Cut around the \_\_\_\_\_ and pull it \_\_\_\_\_ the body. It will come free with the intestines.
- Now take out the \_\_\_\_\_ and the intestines.
- Cut around the \_\_\_\_\_ and \_\_\_\_\_ the windpipe and the \_\_\_\_\_.
- Now pull out the lungs, along with the \_\_\_\_\_.
- Finally, cut off the \_\_\_\_\_ and cut the carcass into quarters.



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## STUDENT ACTIVITY SHEET

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You are going to cook caribou. Write out the ingredients and the amounts in the box below. When you have tasted it, write your comments.

**A RECIPE FOR** \_\_\_\_\_

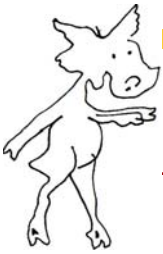
**Ingredients:**

- |          |          |
|----------|----------|
| 1. _____ | 5. _____ |
| 2. _____ | 6. _____ |
| 3. _____ | 7. _____ |
| 4. _____ | 8. _____ |

**METHOD OF PREPARATION**

- Step 1 \_\_\_\_\_
- Step 2 \_\_\_\_\_
- Step 3 \_\_\_\_\_
- Step 4 \_\_\_\_\_
- Step 5 \_\_\_\_\_
- Step 6 \_\_\_\_\_

My Comments:



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## STUDENT ACTIVITY SHEET

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Pick one of the following topic cards. Talk about your topic card with the students in your group.

Report back to the rest of the class.

### JOBS AND MONEY

Name some of the jobs available in \_\_\_\_\_.

Are there enough jobs?

What are the alternatives?

### HUNTING AND TRAPPING

Name some of the things people get from the land.

Why do they hunt and trap?

Why are these things important?

How do people learn to hunt?

Where does the knowledge come from?

### ARTS AND CRAFTS

Name some of the arts and crafts that men and women do today.

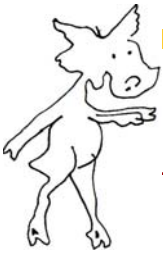
How do these activities help the economy?

How do they keep culture alive?

### MODERN TECHNOLOGY

Name some of the modern items that people use for hunting and storing caribou meat.

What was used before?



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## STUDENT ACTIVITY SHEET

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Is life today really that different from long ago?

Yes, the way many things are done has changed. But certain aspects of life continue through the ages. Talk about these. Then choose one topic from the list and write or draw in the boxes to show the changes.

- |                       |                        |
|-----------------------|------------------------|
| • Music and dance     | • Hunting              |
| • Making homes        | • Providing for family |
| • Tools and equipment | • Learning             |
| • Making clothes      | • Managing wildlife    |
| • Work and play       | • Traveling            |
| • Getting food        | • Storing food         |

Long Ago	Today





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## STUDENT INFORMATION SHEET

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**Caribou hunting camp.**

**Skinning and cutting up caribou.**



**Cutting up caribou to get it ready for handling and cooking.**

## A CHIPEWYAN LEGEND

(“The Child Reared by the Grandmother”, from the Chipewyan section of “The Book of Dene,” NWT Department of Education)

For a long while, people were dying of hunger, for the caribou had migrated far away. Men left their homelands in search of food, traveling over the sea to the desert, where there are no trees, to where their enemies lived.

During one March, a very old woman had difficulty in keeping up with everyone else and walked along behind. Suddenly she heard a baby crying. She searched for the child, very carefully, but could find nothing. She searched some more and then she found him. He was very tiny - about the size of a thumb - and he lay in some muskoxen droppings.

“Pick me up, grandmother,” he said to her. She picked him up and brought him home, where she grew to love him and raised him as her own.

“Grandmother,” said the child, “I have come to Earth to do good to mankind.” The old woman had adopted the child, as I have said, which is why he called her grandmother.

The child grew up and each evening he would leave his grandmother’s house and be gone until the morning. At first the woman was very worried about him, but as she got to know him she became used to his habits.

No one knew where the child went, but he worked magic among the caribou. He would touch the caribou’s muzzle and kill them. He slew many in this way.

When he returned home in the morning there would be many caribou tongues tied to his belt. The old lady and her family lived very well indeed.

One day the child said to the old woman, “Mother, tell my people this: If you give me caribou tongue tips, I shall make sure that for as long as I am living with you there will never be a shortage of meat. I will ensure there will always be lots of caribou in the area and I shall stay with you for a long time.”

The old woman told everyone what the child had said and they all agreed to comply with his request. From then on there was a plentiful supply of caribou and the meat was very succulent.

For a long time everyone gave the tongue tips from each caribou they killed to the child. However, eventually they forgot the arrangement and they stopped giving them to him. “Well, that’s that,” said the child, who was now fully grown. “I can no longer live with these

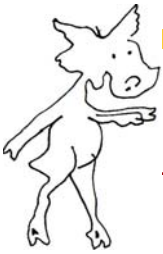
people. I have been good to them, but they do not remember it anymore. They have stopped giving me the tongue tips and therefore I must leave.”

The old woman wept, she pleaded and begged him to stay but in vain.

“My people have forgotten me,” he kept saying. “I must go away. However, I do not reject them entirely. If ever there is a famine, and they call on me, I shall return. You others, you may try to follow me, come on!”

With these words he disappeared among the muskoxen. The woman tried hard to follow his trail but it was difficult for her at her age and she never saw him again.

Since then, however, if we are ever in need of caribou and there is a famine from the barrens to the ocean, we call for the Powerful Child and he hears us. He sends oxen to us, we kill the oxen and thus we are able to live and not die.



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## STUDENT ACTIVITY SHEET

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Imagine what your life would be like without caribou.  
How would you feel? What would you do? What would you eat?

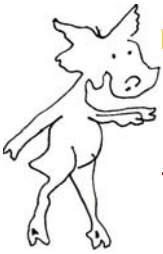
Choose one of the play situations below. Talk about it with the others in your group, then act it out for the rest of the class. Practise first. Have fun!

Your father has just come home. He has been hunting but he did not get any caribou. He says there are none left. Talk about what you will do from now on, now that you cannot depend on caribou

You are a guide and you are showing tourists around your modern town. They are surprised to learn that people do not hunt. Explain that there are no caribou. Tell them how the town has changed. Show them the changes.

Imagine it is the year 2028. You are talking about your new job. Where do you work? What do you do? Your sister needs a job. What do you tell her? On the weekend, what do you do for fun? Can you go hunting?

Your mother is going to the store to buy enough food for the week. Help her plan what to buy. Remember there are no caribou. What food will you choose? Do you like it? Will she have enough money? How does she feel?



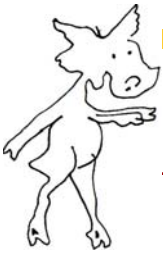
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## STUDENT ACTIVITY SHEET

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Can you imagine what your community would be like if there were no caribou? It would probably have to change a lot. Draw a picture to show what you think it would look like. Would you have the same things around your house? Would you still need snowmobiles? Would there be new places to work? Would the town be bigger or smaller?

Use your imagination.



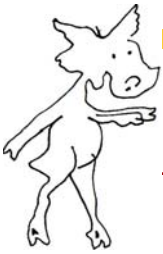
## STUDENT ACTIVITY SHEET

Imagine you are a hunter. You hear news that caribou are within 200 kms of your community. You want to go hunting. Look at a map. Fill in the first stage of your hunting trip plan.

1. Community name \_\_\_\_\_
2. Time of year \_\_\_\_\_
3. Location of caribou \_\_\_\_\_
4. Name of caribou herd \_\_\_\_\_
5. Type of terrain to travel \_\_\_\_\_
6. Number of days away \_\_\_\_\_
7. Usual weather conditions \_\_\_\_\_
8. Number of caribou that can be carried \_\_\_\_\_

Would it be best to go alone or with other hunters? Think about transport, funds, supplies and equipment. Write down some reasons for and against each type of hunting trip.

Community Hunt		Alone	
For	Against	For	Against



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## STUDENT ACTIVITY SHEET

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Now you have decided what kind of trip to make. Look at this check list. Write down the items you need under the 3 headings. Try to say how much or what kind you will need, or give a reason for your choice.

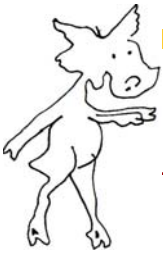
### CHECKLIST OF HUNTING NEEDS

- axe
- snowshoes
- rifle
- ammunition
- knife
- sled
- tent
- skidoo/dogs
- clothing
- binoculars
- gas
- lantern
- food
- spare parts
- canoe
- funds
- outboard motor
- sleeping bag
- stove
- rope
- map
- compass
- radio
- other (say what)

#### TRANSPORT

#### SUPPLIES

#### EQUIPMENT



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## STUDENT ACTIVITY SHEET

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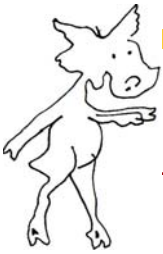
### HIDDEN VERSE GAME

Complete this word game and you will find a poem about caribou.

1		2		3		4		
_____	_____	_____	_____	_____	_____	_____		
5		6						
_____	_____	_____	_____	_____	_____	_____		
7		8		9		10		
_____	_____	_____	_____	_____	_____	_____		
11		12						
_____	_____	_____	_____	_____	_____	_____		
13		14		15		16		
_____	_____	_____	_____	_____	_____	_____		
17		18		19				
_____	_____	_____	_____	_____	_____	_____		
20		21		22		23		24
_____	_____	_____	_____	_____	_____	_____	_____	_____
25				26				
_____	_____	_____	_____	_____	_____	_____	_____	_____

- |                             |                          |
|-----------------------------|--------------------------|
| 1. Animals with antlers     | 14. Forever              |
| 2. The flesh of animals     | 15. Part of "William"    |
| 3. Last part of "his"       | 16. Shave without an "S" |
| 4. Opposite of bad          | 17. We eat this          |
| 5. Sounds like "2"          | 18. Same as 5            |
| 6. What we do at meals      | 19. Same as 6            |
| 7. Change around "sit"      | 20. Maybe                |
| 8. Animal skin              | 21. Same as 13           |
| 9. Same as 3                | 22. Halloween goodie     |
| 10. Not cold                | 23. Not us, the others   |
| 11. Same as 5               | 24. Wither less 2        |
| 12. We do this with clothes | 25. Large                |
| 13. Us                      | 26. Sounds like 12, see. |





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## STUDENT ACTIVITY SHEET

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### *HUNTER BINGO*

pride  
food  
providing for family  
skill  
knowledge  
money  
jobs  
sharing  
customs  
self-sufficiency

tradition  
work for people  
protein  
hides  
dependent  
subsistence  
need  
manhood  
cultural  
identity

birthright  
preference  
belief  
lifestyle  
isolation  
price  
imported food  
balanced diet  
quality  
snowmobile

The words in the box say important things about traditional hunting. Choose 9 of them and write them in the Bingo Card below.

Your teacher will read them out in any order. When you hear one you have written on your card, cross it out.

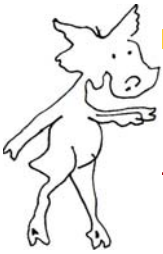
When you have crossed out one whole line (across, down or diagonally) you should call BINGO! But to win, you must make up a sentence about the importance of hunting, and you must use at least one of the words you crossed out.

Your winning sentence was:

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### **Bingo Card**

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## STUDENT ACTIVITY SHEET

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### CARIBOU PEOPLE

Just how many different words can you make from the two words " CARIBOU PEOPLE"? We found 50 and put them upside down at the bottom of the page. There must be more! We have given you two to begin.

Car
Ear

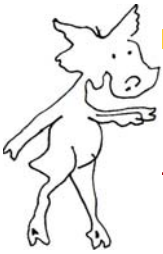
Rob  
Carp  
Car  
Pip  
Rib  
Pep  
Lee  
Pope  
Burl  
Burlp  
Lab

Reel  
Rip  
Ice  
Lob  
Bar  
Crib  
Pool  
Bear  
Pour  
Rub

Apple  
Pear  
Pair  
Ripple  
Peel  
Boor  
Plop  
Bee  
Pea  
Creep

Era  
Cab  
Bolero  
Leer  
Leer  
Peep  
Lope  
Crop  
Lapp  
Ear

Eel  
Orb  
Cap  
Cape  
Ace  
Crop  
Rope  
Prop  
Pipe  
Our

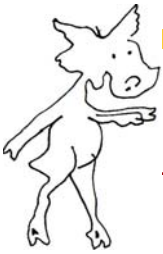


## STUDENT ACTIVITY SHEET

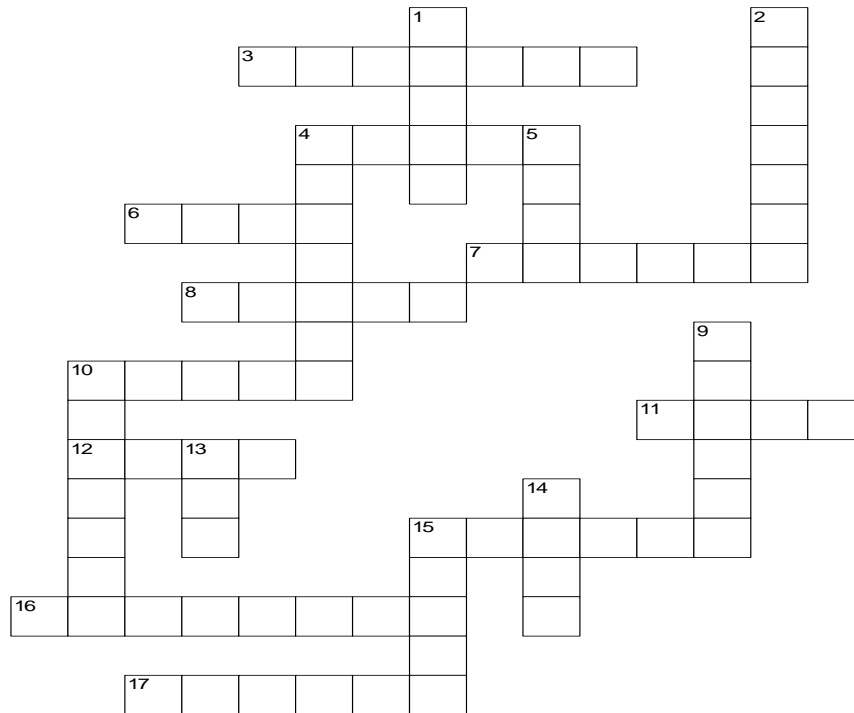
Now you are at the end of Unit 2. Do you know why caribou are valuable? Cover the words on the left side of the page with a rule or a piece of paper. Try to fill in the missing words. Check your answers as you go.

food  
all  
protein  
fat  
hide  
bones  
renewable  
share  
users  
long  
primary  
use  
people  
caribou  
increase  
disappear  
do  
hunt  
money  
reindeer  
fresh  
herd  
everybody  
careful  
harvest  
need

Caribou give us very good \_\_\_\_\_. Almost \_\_\_\_\_ parts can be eaten. The meat has a lot of \_\_\_\_\_ and very little \_\_\_\_\_. Many things can be made from the \_\_\_\_\_, antlers and \_\_\_\_\_. Caribou are a \_\_\_\_\_ resource and \_\_\_\_\_ Many people \_\_\_\_\_ them. People enjoy caribou. Native \_\_\_\_\_ have used them for a very \_\_\_\_\_ time. They are called the \_\_\_\_\_ users. All the communities \_\_\_\_\_ the caribou but the number of \_\_\_\_\_ is decreasing. \_\_\_\_\_ do not \_\_\_\_\_ in the same way. In the future, they could continue to \_\_\_\_\_. What would I \_\_\_\_\_ if there were no caribou and I could not \_\_\_\_\_ them? I would need lots of \_\_\_\_\_ for meat to eat. Some people herd \_\_\_\_\_ and get \_\_\_\_\_ meat from them. I wonder if I could \_\_\_\_\_ caribou? Maybe. But right now \_\_\_\_\_ should be \_\_\_\_\_. We can still use caribou but must \_\_\_\_\_ only what we really \_\_\_\_\_.



## STUDENT ACTIVITY SHEET



This puzzle was made by the Porcupine Caribou Management Board using Crossword Weaver(TM)

### Across

- 3 Their hide is used for blankets or for children's clothing
- 4 These were put in a bag. Each player tried to take them out with a string.
- 6 This, taken from an old bull's forehead, made very good soles for boots
- 7 Used to corral caribou so they could be harvested
- 8 Inuit women used these teeth for decoration
- 10 Used to decorate caribou clothing
- 11 Time when caribou hides make best clothing
- 12 The fall hides from him were thick and warm
- 15 Could be used to tan skins
- 16 Dried meat sometimes with berries added
- 17 After the meat was eaten, children played with them

### Down

- 1 This was used for sewing
- 2 A full set was often used as an anchor for a dog sled.
- 4 These were very strong if left whole. They were used to make handles for fishing jigs.
- 5 Used for making tents, clothing, ropes
- 9 Often put inside the fences to catch caribou
- 10 Made from sinew
- 13 Skin from this is good for boots and mitts
- 14 Their hides are used for blankets or for children's clothing
- 15 Used for making tools

**REFERENCES/RESOURCES**

**Audio-Visual Material**

Video 2 “The Value of Caribou”

“Caribou Song”, Video composed and performed by Wilbert Firth, available from the Porcupine Caribou Management Board

**Books for Classroom Use**

Cruikshank, J. 1982 Early Yukon Cultures Government of the Yukon Territory, Department of Education, Whitehorse, Yukon

Y.T.G. Ren. Res. 1986 Field Care of Game 27 pp pamphlet.

Tom, Gertie 1981. Duts um Edho Ts etsi Yu Dan Ki How to Tan Hides in the Native Way. Text in English and Northern Tutchone Athapaskan. Council for Yukon Indians (A Production of the Yukon Native Languages Project).

**Teacher Reference Books**

McClellan, Catharine, 1975. My Old People Say. An Ethnographic survey of Southern Yukon Territory. Part 1. National Museums of Canada.

McClellan, Catharine, Part of the Land, Part of the Water. A History of the Yukon Indians. Douglas and McIntyre. 1987.

Beverly and Kaminuriak Caribou Management Board. Barren Ground Caribou Schools Program. Unit 2 - The Value of Barren Ground Caribou.

Helm, June 1981. Handbook of North American Indians Subarctic Volume 6. Smithsonian Institute, Washington.

Gwich'in Renewable Resource Board, Gwich'in Words About the Land, 1997.

Vuntut Gwich'in First Nation, and Sherry, Erin, The Land Still Speaks, 1999.

Department of Environment, Government of Yukon, Project Caribou, An Educators' Guide to Wild Caribou in North America, 2001.

**REFERENCES/RESOURCES**

**People**

- Native Language Teacher
- Local First Nations Office
- Elders in the community
- Conservation Officers

**Other Materials**

- Relief map of the range of the Porcupine Caribou range, made by the Porcupine Caribou Management Board, available from the Department of Education Resource Center, Yukon Government
- Display case depicting the uses of caribou, made by the Porcupine Caribou Management Board, available from the Department of Education Resource Center, Yukon Government.

**VIDEO 2 QUESTIONS**

1. What part of the caribou is not used?
2. What must be cut from the head before cooking it?
3. What is the food called inside the caribou bones?
4. Name 3 kinds of artwork made from caribou?
5. What is sinew used for?
6. Children like to do what with caribou leg skins?
7. How do you make caribou skin into rope?

**VIDEO 2 ANSWERS**

1. The lungs are not used (sometimes were fed to the dogs).
2. The glands are removed.
3. Marrow is the fat that is located in the bone. It can be eaten raw or cooked.
4. The hair is dyed and tufted to make decorations on clothing, jewelry and also into pictures. Antlers and bones can be made into carvings. Hooves can be used as ornaments or decoration. The hide is tanned and crafted into clothing such as mitts, moccasins, mukluks, etc.
5. Sinew is used for thread for sewing hide to make clothes. Also it could be used in make small animal snares.
6. When several leg skins were sewn together it could be used to slide down hills.
7. The tanned caribou skin was cut into strips and then braided to make rope.



## INTERNET SITES

Satellite collared caribou tracking site <http://www.taiga.net/satellite/update.html>  
Project Caribou Educators' Guide <http://www.taiga.net>  
Environment Canada, [http://www.ecoinfo.org/env\\_ind/region/arcibou\\_e.cfm](http://www.ecoinfo.org/env_ind/region/arcibou_e.cfm)  
Journey North, <http://www.learner.org/jnorth>  
The Vuntut Gwitch'in of Old Crow, Yukon <http://www.oldcrow.yk.net>  
Gwich'in Steering Committee <http://www.alaska.net/~gwichin/index.html>  
Audubon Society <http://www.audubon.org>  
Public Interest Research Group <http://www.pirg.org>  
Alaska Wilderness League <http://www.alaskawild.org>  
Sierra Club <http://www.sierraclub.org/wilderness/wildlands>  
The Wilderness Society <http://www.wilderness.org>  
Northern Alaska Environmental Center <http://www.northern.org>  
World Wildlife Federation <http://www.panda.org>  
Canadian Nature Federation <http://www.cnf.ca>  
Northern Research Defence Council <http://www.nrdc.org>  
Native Web <http://www.nativeweb.org>  
Taiga Net <http://www.taiga.net/>  
Porcupine Caribou Management Board <http://www.pcmb.yk.ca/pcmb.html>  
Arctic National Wildlife Refuge - A Special Report:  
<http://arcticcircle.uconn.edu/ArcticCircle/ANWR/>  
Canadian Parks & Wilderness Society <http://www.cpaws.org/>  
Porcupine Caribou Harvest Model: <http://www.taiga.net/caribou/models/harvest/index.html>  
Canadian & International Green Links <http://www.raysweb.net/greenlinks/>  
Audubon Refuge Planning: <http://refuges100.fws.gov>  
Alaska Coalition: <Http://www.alaskacoalition.org>  
National Wildlife Federation: <http://www.nwf.org>  
International Agreement: <http://arcticcircle.uconn.edu/ANWR/anwrint-agreement.html>  
Canadian-American Govt site: <http://can-am.gc.ca>  
US Fish and Wildlife has several sites, enter key words  
Alaska Fish and Game  
<http://www.state.ak.us/local/akpages/FISH.GAME/notebook/biggame/caribou.htm>  
Department of Resources, Wildlife, and Economic Development, Northwest Territories Government  
<http://www.gov.nt.ca/RWED/index.html>  
Department of Resources, Wildlife, and Economic Development, Inuvik, NWT  
<http://www.inuvik.rwed.gov.nt.ca>  
Department of Environment, Yukon <http://www.environmentyukon.gov.yk.ca/main/index.shtml>