



Grade Level: 1  
Subject: Science

# Mimicking Animals

## ESSENTIAL UNDERSTANDINGS

- Time Immemorial
- Lifeways

## LEARNING OUTCOMES

- Students will be able to understand how Grand Ronde Tribal Members have mimicked animals throughout history.
- Students will be able to explain why Grand Ronde Tribal Members would mimic animals.
- Students will be able to design a method to mimic animals in the wild and write two sentences explaining their thinking.

## CULTURALLY RESPONSIVE PRACTICES

- Connecting to the lives of students
- Interaction with others through....
- Movement inside and/or outside of the classroom
- Preserving and honoring cultural history
- Student talk, working together and individually

## ASSESSMENT

Students will be assessed through observations done by the teacher during the lesson. Students will also be assessed using the “I Can Mimic Animals” worksheet completed by students at the end of the lesson.

## Overview

Within this lesson, students will explore ways that Grand Ronde Tribal Members have mimicked animals to meet their needs since the time immemorial. Then, design a way to mimic animals in the wild.

## MATERIALS

- [Mimicking Animals Slide Deck](#)
- [I Can Mimic Animals Worksheet](#)

## LOGISTICS

- Where does this activity take place?  
**Classroom**
- How are the students organized?

**Whole Class**      Teams: 3-5

**Pairs**                      **Individually**

## TIME REQUIRED

**30-45 minutes**

## STANDARDS

### Next Generation Science Standard

**1-LS1-1.** Use materials to design a solution to a human problem by mimicking how plants and/or animals use their external parts to help them survive, grow, and meet their needs.

### Oregon Social Science Academic Content Standards

**Historical Knowledge 1.11** Identify, affirm, respect, and explain the diverse cultural heritage, songs, symbols, and celebrations of my community and the diverse social and ethnic groups in Oregon and the United States of America.

## Background for Teachers

Teachers should review the Mimicking Animals Slide Deck prior to teaching the lesson.

Teachers can also use the links below to explore more animals calls. These can also be shown to students if time allows and/or if necessary to help with the activity.

You'll Never Guess Which Animals Make These Sounds | Nat Geo Wild:

<https://youtu.be/D8UghXS8PYQ>

Animals of North America. Voices and sounds:

<https://youtu.be/77Gzbbk0cvw>

## VOCABULARY

- **Mimic:** resemble or imitate.
- **Time Immemorial:** time extending beyond the reach of memory, record, or tradition.
- **Camouflage:** the use of materials or coloration to hide, making animals or objects more difficult to see.

## Activity

1. Open the Grand Ronde Mimicking Animals slide deck.
  - a. Show students the picture of the man dressed in camouflage. Point out his hat and the bugle tube he is holding. Ask students to think in their head why he might wear the camouflage.
  - b. Have students share their thinking with an elbow partner.
  - c. Call on 2-3 students to share their thinking. Guide students to the idea that he is mimicking or copying what the wilderness looks like to help him blend in.
2. Let students know that the Grand Ronde Tribe has been mimicking animals since time immemorial.
  - a. Show students where Grand Ronde is on the second slide of the slide deck.
  - b. Show students how close your school is to Grand Ronde.
  - c. Show students the image on the third slide of the slide deck. Ask them to think in their heads what it might have been used for. Some guiding questions that you can ask are:
    - i. What does it remind you of?
    - ii. Is there anything that you recognize?
  - d. Have them share their thinking with an elbow partner.
  - e. Call on 3-4 students to share their thinking.
3. Let students know that the image shows a traditional hunting cap worn by Grand Ronde Tribal members. The hunting cap was an essential part of a man's hunting attire. It is made using the skin and skull of a deer. It provided camouflage for the hunter.
4. Next, tell students that Grand Ronde Tribal Members continue to mimic animals today.
5. Move to the fourth slide of the slide deck. Let students know that the animals they will hear in this videos are animals that live in North America. Many hunters use animal calls to bring they animals closer to them.
6. Watch the video. Teachers can jump around throughout the video to shorten the time if needed.
7. Ask students to share what they noticed in the video.
8. Tell students now that they have learned about two ways that Grand Ronde Tribal Members can mimic animals they get to design a way to mimic animals in the wild.
9. Show students the "I Can Mimic Animals Worksheet." They will be drawing a picture of them mimicking animals and then writing 2 sentences about their design and how it would help them copy an animal.
10. Somewhere in the class either on poster paper, a whiteboard, smart board etc. brainstorm a list with the class about things that they could possibly choose from. Encourage creativity as long as it is staying on topic.
  - i. Camouflage to look like an animal.
  - ii. Animal calls to bring animals to you.
11. Quickly create a model for the students to reference while they work. Draw a picture of you either using camouflage or an animal call. Then write two sentences about the design and how it would help you mimic the animal.
12. Before releasing students do a quick check in to make sure they know what is expected of them.
13. Allow students time to work on their design. Circle around the room and offer support where needed.

## Closure

When students have begun to finish their worksheet, bring them back together to share what their designs were and how they came up with them. Ask them what inspired their design and how they came up with it. Allow students to compare designs to see if anyone came up with anything similar. Collect papers from students and display if you wish.

## Differentiation

- Teachers can Use sentence frames to help students with writing their sentences and completing the worksheet.
  - “My design helps me mimic animals because...”
  - “I can mimic animals by...”
- Create a task list or task card that lists out the different steps of this lesson. This will help students follow the lesson and know what to expect.

## Extension

- Guest Speaker: Ask a guest speaker to come to your classroom and demonstrate different ways that they mimic animals and why. To get ideas on who may be interested in being a guest speaker in your classroom, contact the Confederated Tribes of Grand Ronde’s Curriculum Specialist.
- Practice Mimicking: Give students time to practice and demonstrate their animal mimicking with their peers. Encourage students to go home and mimic animals with their families and share with them what they learned from the lesson.
- Thinking Deeper: Have student write in a journal or discuss mimicking animals more closely. Examples of questions to help them think deeper could be: How is mimicking animals different in the past from now? Have you heard of other cultures that mimic animals?

## Notes/Other

Jan Michael Looking Wolf’s or Grand Ronde Canoe Family audio tracks can be played as background music while students are working. These audio tracks can be found on Spotify or Apple Music.

Jan Michael Looking Wolf: [Spotify](#) and [Apple Music](#)  
Grand Ronde Canoe Family: [Spotify](#) and [Apple Music](#)

## Appendix

- Mimicking Animals Slide Deck:  
<https://docs.google.com/presentation/d/1FxaD6AkCrARCGoEKS5M4FI-dAXEoENo3rdCfRw4o7qE/edit?usp=sharing>
- I Can Mimic Animals Worksheet:  
[https://drive.google.com/file/d/1aVGNQkxrNgdqdt6B-Qb1U-zRmbIs\\_QUT/view?usp=sharing](https://drive.google.com/file/d/1aVGNQkxrNgdqdt6B-Qb1U-zRmbIs_QUT/view?usp=sharing)